

# VIDURA'S BANANA PEELS

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

### Introducing: *ui* in *fruit*, *ea* in *great*, *ive* in *give*; Review: silent *u*

Before introducing the written words, make sure that the children understand their meanings. Explain that *steak* generally means meat from a cow (*stake* means a rod in the ground to hold something). However, there is also a food preparation made from paneer (homemade cheese) that is called *paneer steak*. The word *yea* means *yes* and is often used in formal meetings when people agree. They say *yea* or *nay*, instead of *yes* and *no*. It is suggested that you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

#### Synthetic Phonics

##### Introducing the letter group *ui*

Draw a picture of the moon on the board. Choose a child to write the word *moon* next to it. Have them count how many sounds are in the word and add sound buttons to the word. Then have the children think of other words that contain the same sound of /oo/. As they say words, write them on the board with sound buttons and in lists according to how the /oo/ sound is spelled in the word. Guide the children to say the words *fruit*, *juice* and *suit* or write them up in between the children's suggestions. Once the children have finished thinking of words, go through the words discussing what letter or letter groups make the

/oo/ sound in each word list. Focus on the correct reading of the words *fruit*, *juice* and *suit*.

##### Introducing the /ay/ sound for *ea*

By this stage the children should be well aware that letters and letter groups can make more than one sound. Display the letter group *ea* and have the children tell you the sound of the letter group as it has been taught (/ee/ as in *bead* and /e/ as in *bread*). Explain that they are going to learn a new sound for this letter group. Write the words *wait*, *late*, *bait* and then the word *great* next to them with sound buttons. Explain that you have written a list of rhyming words. Have the children read all the words. Once they have read all the words correctly, have them tell you what the new sound for the letter group *ea* is in order for *great* to rhyme with the rest of the list. Then read through the relevant word list together.

##### Introducing words ending in a *ive*

Explain to the children that English words generally do not end in the letter *v*. If a word ends in the sound /v/, it will have a letter *e* added after the letter *v* in the spelling. Say that with words ending in *ive* the *e* makes it look like the vowel should make a long sound. But in some words ending with *ive*,

the vowel sound stays short and the *e* remains silent. Write the word *have* on the board as an example for the children to see of an *ave word* where the vowel stays short. Practice reading the word *give* with the children. Read through the relevant word list together.

*Promise, opposite:* Explain that in these words the final *e* also does not change the vowel sound.

### **Silent u**

Review (revise) silent *u*. In the words *guess, guest, build, built* and *buy*, the *u* is silent. Discuss how in *guess* and *guest* the *u* has a *g* before it and in the other three words the *u* is followed either by an *i* or a *y* that sounds like /i/.

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

Go through the word families one list at a time using spell-say (*g-r-e-a-t, great*) 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 he

children are familiar with the words, read across the word families. Review (revise) the silent *u* words.

### **Usings the new words**

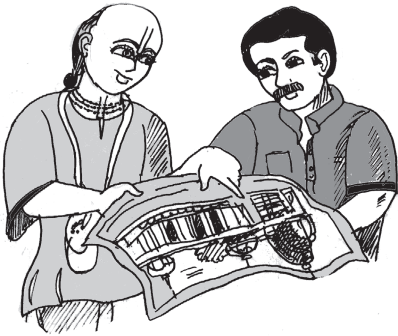
Choose words from the word families to use in a sentence. Write the sentences on the board, ensuring you use only words or sounds that have been taught up to this point, such as: "Can you give me a glass of water?" "Please forgive me for being so mean." "Be careful not to break the china doll." "Mum has made paneer steaks for dinner." "Let's offer Krishna some fruit juice." "I promise I will not eat mangoes again." "I live opposite my friend." Have the children read each sentence first to themselves, then to a partner. Choose children to read each sentence out loud. Use sound-say or spell-say as needed.

If children have difficulty reading a word, write one or more words that are similar. For example for the word *live* you can say, "If g-i-v-e is *give* what does l-i-v-e say?"

## **Word families**

fruit	great	guess	give	promise
suit	break	guest	live	opposite
juice	steak	build	forgive	
	yea	built	native	
		buy	serve	

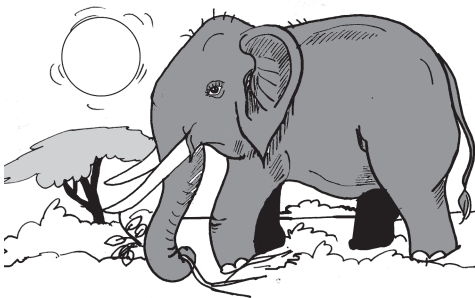
*Mark the sentence that matches the picture*



- ☐ The plastic cup will not break.
- ☐ The new temple will look great.



- ☐ The apples will make nice juice.
- ☐ A fruit salad is made of different kinds of fruit.



- ☐ The shop is opposite the car park.
- ☐ An elephant can live in a very hot climate.



- ☐ Kamala goes to the shop to buy fruit.
- ☐ Kamala says, "Can you guess who it is?"

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

*Answer the questions about the picture*



What are they selling at the shop?

☐ juice   ☐ shoes   ☐ tomatoes   ☐ fruit

What can you see opposite the shop?

☐ a tree   ☐ a rubbish bin   ☐ grass   ☐ a bench

How do you think the fruit juice tastes?

☐ great   ☐ awful   ☐ good

Why? \_\_\_\_\_

What fruit juice would you buy?

☐ grape   ☐ apple   ☐ orange   ☐ mango

**NOTES FOR PARENTS AND TEACHERS:** Discuss with the children what they can see in the picture. Then have them answer the questions based on the picture by marking the correct box or writing the answer where appropriate. For some questions there is not a “right” answer and answers should be discussed.

*Mark the answer that supports the picture*



Who is he?

- ☐ He's a man selling fruit.
- ☐ He's a guest with a gift.
- ☐ He's from the family that lives on the opposite side of the street.



Can you guess what will happen next?

- ☐ She will slip and break her glasses.
- ☐ She will buy some bananas.
- ☐ She will drink her juice.



What is the monkey doing?

- ☐ The monkey is eating fruit from a tree.
- ☐ The monkey is ready to give a fright to the child.
- ☐ The monkey is about to break the branch.

**NOTES FOR PARENTS AND TEACHERS:** Ask the children to look at each picture and read the question with the three answer choices next to it (using spell-say or sound-say when needed). Then have them mark the box next to the answer that best supports the picture.

## Plurals of words that end with y

**NOTES FOR PARENTS AND TEACHERS:** Explain that *plural* means more than one person, place, or thing, and that when we speak or write, we often use plurals. Write the sentence: "Some dogs chased me when I went for a walk." Then ask, "Was it one dog or more than one dog that chased me? How do you know?" Explain, "When we change nouns (words that name a person, place, or thing) into plurals, we often add an *s*. For some words like *fox*, we add *-es* to make *foxes*. However, for nouns ending in *y*, there is a special rule when turning them into plurals. For words where the *y* comes after a vowel (*a*, *e*, *i*, *o*, and *u*), we add *s*. For words where the *y* comes after a consonant, we change the *y* to an *i* first and then add *es*." Use the words *baby* (*babies*) and *boy* (*boys*) as examples.

For words where *y* comes after a vowel, add *s*.

For words where the *y* comes after a consonant, change the *y* into an *i* and add *es*.



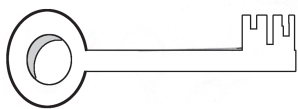
one monkey

five \_\_\_\_\_



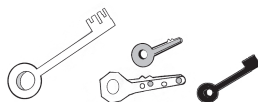
one fly

three \_\_\_\_\_



one key

four \_\_\_\_\_



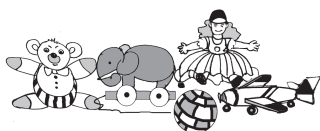
one bunny

ten \_\_\_\_\_



one toy

five \_\_\_\_\_



one candy

four \_\_\_\_\_





## Tricky word: coming

**NOTES FOR PARENTS AND TEACHERS:** Write and say the word *coming*. Ask the children to compose oral sentences using the word *coming*, and model some. Write sample sentences to read using known words such as: “When will you be coming to America?” asked Jan.” “Uncle Stan is coming for dinner.” Ask the children to read the two sentences at the top of this page. The children should circle the picture of who they think is coming for lunch in the middle section. At the bottom of the page, have them match the questions to the answers by drawing a line connecting the two.



I'm coming too.



I can see him coming!

We have a guest coming for lunch. I'll give you a clue. He's wearing a suit. Can you guess who it is?



When is Sanjeev coming to play?

Yes, Rama and Matthew will also be coming.

Is Kamala coming to school today?

Yes, she's coming, but she will be late.

Is anyone coming with you to the zoo?

He will come after he finishes his lunch.

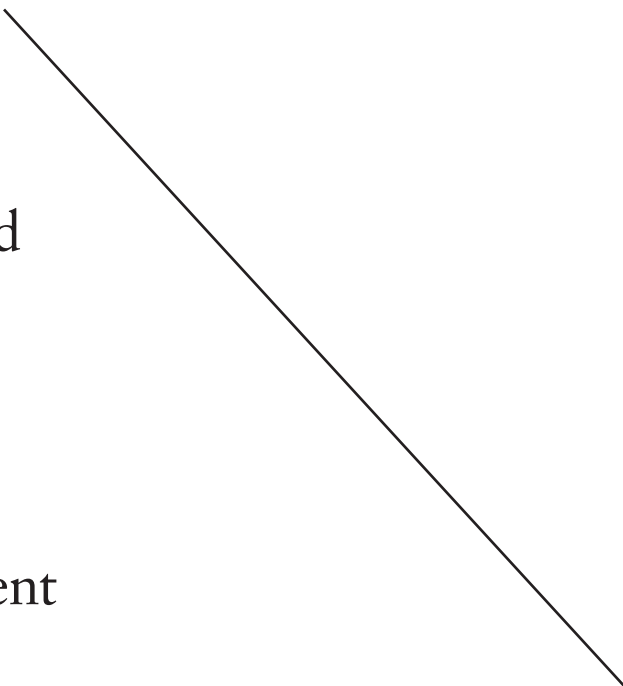
## Tricky word: everything; Matching antonyms

**NOTES FOR PARENTS AND TEACHERS:** The word *everything* is introduced in this activity. The children have already learned the words *every* and *thing*, so *everything* should be relatively easy to read. Show the word *everything* to the children. Point out the words *every* and *thing*. Ask the children to suggest oral sentences using the word *everything*, and model some yourself. Write sample sentences using known words for the children to read, such as: "Mum will bring everything we need to make the salad." "Have you packed everything for the camping trip?"

Explain to the children that they are going to learn about antonyms, words with opposite meanings. Write and say a few examples, such as: light/dark, soft/hard, and near/far. Have the children also come up with some of their own. Then have the children match the antonyms by connecting each of them with a line as shown in the example below.

Find the word with the opposite meaning:

hot	break
tall	nothing
soaked	buy
in	same
know	short
different	dry
fix	cold
sell	out
everything	guess
coming	going





*Mark the correct word to complete the sentences*

My father thought the school play was

☐ break.

☐ great.

Mum teaches my big sister how to make salad and paneer

☐ steak.

☐ break.

Little Roy really needs to use the bathroom. He can't even wait a

☐ buy.

☐ minute.

Natives are people who live in the country where they were

☐ born.

☐ great.

Things that are far from the same are sometimes called the

☐ opposite.

☐ promise.

In the morning, she likes to drink passion fruit

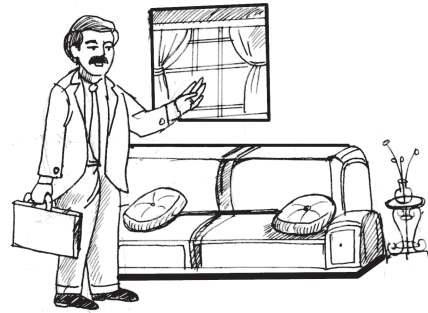
☐ juice.

☐ suit.

**NOTES FOR PARENTS AND TEACHERS:** The children should choose the correct word to complete the sentence by marking the box.

*Match speech bubbles to pictures*

Great! Can you give me my phone, too?



Here is your phone.  
I'll see you later  
at the temple.



I'm off to work now.



Here are your  
clothes for the temple so  
you can change out of  
your suit after work.



**NOTES FOR PARENTS AND TEACHERS:** The children should read the speech bubbles using sound-say or spell-say as needed. Discuss the pictures. Photocopy the page and cut out the speech bubbles and pictures. Have the children place the pictures in the right order and match the speech bubbles to the pictures by slightly overlapping them and gluing them on paper. Alternatively, if you prefer not to photocopy, have the children draw lines from the speech bubbles to the matching pictures.

“Can you guess who is coming?”  
said the head of the kitchen.  
“We will have a very special  
guest today. Please give him a  
seat opposite the kitchen. Then  
he can see the garden outside the  
window. Please serve him our  
fresh fruit juice and the paneer  
steak with sauce. He will be here  
any minute! Please get ready!”

To whom is the  
cook talking about  
the guest?

- ☐ a priest
- ☐ a waiter
- ☐ a singer

The cook wants  
everything to be

- ☐ warm      ☐ dry
- ☐ good      ☐ late

Mum was sick, so Dad took  
their little son Nitesh shopping.  
Usually Dad does not take  
Nitesh to a store. Nitesh likes  
to touch everything. He will  
not just look. Dad does not  
want Nitesh to pick up things.  
If the things break, Dad will  
have to buy them.

Dad might feel

- ☐ sad
- ☐ peaceful
- ☐ surprised
- ☐ afraid

Nitesh likes to

- ☐ know about things
- ☐ make trouble
- ☐ break things

**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.

*What do you think?*

Do devotees only serve Krishna?

☐ Yes ☐ No

Can you make juice from fruit?

☐ Yes ☐ No

Can something break if it's made from wood?

☐ Yes ☐ No

Can an enemy also be a guest?

☐ Yes ☐ No

Do you live close to the sea?

☐ Yes ☐ No

Is it possible to forgive someone who was cruel?

☐ Yes ☐ No

Can fruit be bitter?

☐ Yes ☐ No

Can you buy devotion?

☐ Yes ☐ No

Can you keep a promise?

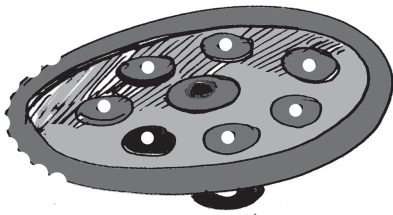
☐ Yes ☐ No

Is a minute a long time?

☐ Yes ☐ No

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

## Can you spell it?



a ch ld  
ie sh lt

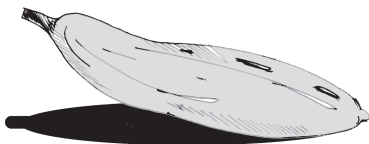
*shield*



sch a oo  
d e l



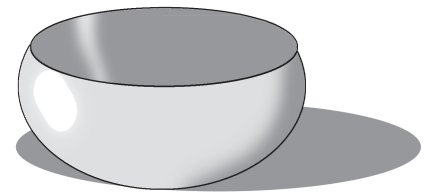
tr o fr  
d g r



d u fr  
t ui p



j e s  
ce ui p



b oo c  
l ow r



s ee kn  
z u ck



ui t l  
s oo h



d ou f  
d ui r

**NOTES FOR PARENTS AND TEACHERS:** This is an encoding (spelling ) activity. Have the children name each picture. They should lightly color the circles containing the letters which spell the word that names the picture. They should also write the letters in the correct order on the line provided to spell the word. See the example given.

*Adding -ing, -ed, -ly, -est, -es to words that end with y*

If the ending you are adding starts with an *i* like *-ing* leave the *y* and add *-ing*:

play + ing = playing      cry + ing = crying

If the *y* comes after a vowel, the *y* stays and is not changed to an *i*:

enjoy + ed = enjoyed      stay + ed = stayed

If the *y* comes after a consonant, change the *y* to an *i*:

worry + ed = worried      worry + es = worries  
noisy + ly = noisily      funny + est = funniest

If a word ending in *y* has only one syllable, sometimes the *y* does not change to an *i* when adding *-est*:

dry + est = driest      sly + est = slyest

**NOTES FOR PARENTS AND TEACHERS:** We are teaching how to add the suffixes *-ed*, *-es*, *-ly* and *-est* to words that end with *y*. Explain to the children that they are going to learn how to add suffixes (endings) to words that end in *y*. Explain that suffixes change the meaning of the word when adding an ending. Give examples, such as: *dog-dogs*, *big-biggest*, *walk-walked*, *wind-windy*. Write each example and underline the suffix as you pronounce that part of the word. Explain that in words ending in *y* there are special rules used when adding suffixes, like when we turn nouns ending in *y* into plurals (page 6). Ask the children to read through this page and explain the rules to you or to a partner. This activity is continued on the next page.



*Practice adding suffixes to -y words*

carry + ed = \_\_\_\_\_

destroy + ing = \_\_\_\_\_

marry + ed = \_\_\_\_\_

delay + ed = \_\_\_\_\_

happy + ly = \_\_\_\_\_

happy + est = \_\_\_\_\_

lucky + est = \_\_\_\_\_

marry + es = \_\_\_\_\_

fly + es = \_\_\_\_\_

dry + es = \_\_\_\_\_

try + es = \_\_\_\_\_

cry + es = \_\_\_\_\_

fry + es = \_\_\_\_\_

He merry skips to the park.

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Radha is the pretty of all.

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**NOTES FOR PARENTS AND TEACHERS:** This activity allows for practice adding suffixes to words ending in y. Have the children add the indicated suffix to the words by following the rules. Then have them rewrite the two sentences, adding a suffix to one word in each so that sentence will make sense. You can also discuss how the *-ed* ending on the words on this page makes those verbs past tense.

*carried, destroying, married, delayed, happily, happiest, luckiest, marries, flies, dries, tries, cries, tries, prettiest*

One day, a fruit vendor came to Nanda's house. She called, "If anyone wants some fruits, please come and buy them from me!" Child Krishna took some grains in his palm to trade for some fruits. In those days, they did not usually use money to buy things. They would barter. Krishna might have seen his parents get fruits and things by barter. He tried to do the same also. But his palms

were very small. He did not hold the grains tightly, so he was dropping them. He did not have enough grains left to trade for even one fruit. The fruit vendor thought Krishna was charming. She took whatever few grains were left in his palms as payment. She then filled his hands with many fruits. When she turned around, she saw that her basket of fruit had become filled with gems.

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What does a fruit vendor do?

☐ makes juice    ☐ sells grains    ☐ sells fruit

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What does barter mean?

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How did the fruit vendor feel when she saw child Krishna with such a small amount of grains?

☐ upset    ☐ joyful    ☐ sleepy

life lightning banyan king shark Ganges  
middle spring lion sun Garuda moon

Krishna told Arjuna:

Of lights I am the \_\_\_\_\_.

Of trees I am the \_\_\_\_\_.

Among the stars I am the \_\_\_\_\_.

Among people I am a \_\_\_\_\_.

Of weapons I am \_\_\_\_\_.

Of fish I am a \_\_\_\_\_.

Of rivers I am the \_\_\_\_\_.

Among beasts I am a \_\_\_\_\_.

Of seasons I am \_\_\_\_\_.

Among birds I am \_\_\_\_\_.

Of those that live I am the \_\_\_\_\_.

I am the start, the \_\_\_\_\_, and the end of everything.

All great things are just a spark of my splendor.

With a tiny piece of myself I support everything.

**NOTES FOR PARENTS AND TEACHERS:** The above is simplified from *Bhagavad-gita* Chapter 10. Ask the children to read the sentences and the words in the top box and decide which word goes in which blank. The children should write the appropriate word in the blank. Those who find this too difficult can do the exercise orally. Discuss how we can appreciate the spiritual in this world.

King Janaka knew that his daughter Sita was unusual. He wanted her to have the best husband. So, he made a promise that the prince who could string the great bow of Lord Siva could marry Sita. However, no one could even lift or hold Siva's bow. So no one could bend it to tie the string.

Then Rama came. He placed his left hand upon the middle of the bow. Then, in front of a huge crowd, he easily lifted the bow. Rama strung the bow in less than a minute! But

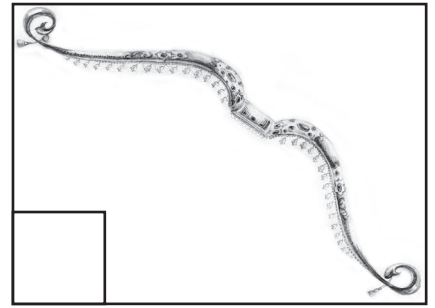
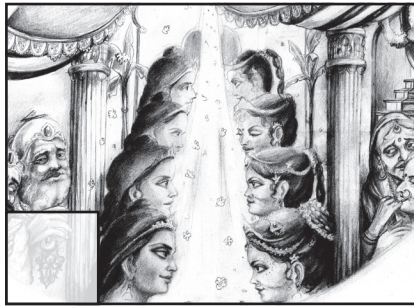
as he tied the string, the bow started to break in the middle. Rama broke it just as a baby elephant breaks a stick of sugarcane. It made a wonderful cracking sound like a mountain bursting apart.

With great pleasure, King Janaka kept his promise. Not only did Rama marry Sita, but Lakshman also married Sita's sister. Bharat and Shatrugna married Sita's cousins. The four princes all got married on the same day!

- ☐ Siva's bow is heavy and hard to string
- ☐ King Janaka made a promise
- ☐ Rama breaks Siva's bow and marries Sita

**NOTES FOR PARENTS AND TEACHERS:** The children should read the story and then mark the title that best describes the main idea. On the following page, they should write numbers in the pictures to match the order in the story and answer the questions.

*Answer the questions about the story on the previous page*



What did a prince have to do to marry Sita?

- ☐ run a race      ☐ string Siva's bow  
☐ buy her a ring      ☐ win a fight

Who was Sita's father?

- ☐ King Janaka      ☐ Rama      ☐ Lord Siva      ☐ Krishna

Why did Rama come to string Siva's bow?

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Why could Rama string the bow in an minute?

- ☐ He had help from someone else.  
☐ He was very strong.  
☐ The bow was very easy to string.

How did King Janaka keep his promise?

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### CREATING THE ATMOSPHERE

Write up a simple recipe for the children to follow using words and sounds already taught. The recipe should involve bananas. Have the children read the recipe and make the banana preparation as independently as possible. Try to find or create a recipe that doesn't involve fire or sharp knives so that the children can cook by themselves, such as banana ice cream or banana milkshake. Offer the preparation to Krishna.

Ask the children what it is like to feel excited. What things make them feel excited? Ask if they have ever been so excited that they made a silly mistake. Tell them, "This book we are going to read is about a husband and wife who get really excited about something special. They are so eager to please and are so excited that they make a very funny mistake! Let's read it and find out what they did!"

### READING THE BOOK

If you are using Synthetic Phonics or Inductive Whole-word Phonics, the children should read out loud. If using Guided Reading, the 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 fluency and expression? If they struggle, give them the opportunity to read a shorter text several times. You want these children to become more familiar with words that they struggle with and to experience what fluent and expressive reading feels like.

If you are using Synthetic Phonics, check that the children are able to recognize, sound and blend letter groups in words rather than blending individual letters. A child's inability to recognize,

sound, and blend letter groups in words at this stage of instruction is an indicator that he or she needs more practice recognizing letter groups containing two or more letters. In this case, you can provide extra activities that reinforce awareness of letter groups. See *Letters and Sounds* or previous books in this series for ideas. Some children who still cannot blend sounds at this stage of instruction may benefit from using alternate means of instruction and perhaps an evaluation from someone who specializes in learning disabilities.

pp. 2–3: Ask, "Why do they have to cook something special? Who is coming?" Are the children able to use information gained in the text to make appropriate predictions? Ask, "What do you think Vidura and his wife are going to make for Krishna?"

pp. 4–5: Are the children able to relate the story to their own experiences? "Have you ever helped make a banana dessert? Was it special?"

pp. 6–7: Are the children able to identify how the characters might be feeling? Ask, "How might Vidura and his wife be feeling at this point in the story? How can you tell?"

pp. 12–13: "Do you think Krishna is going to like the dessert? How can you tell?"

pp. 14–15: "Who did Vidura say has come?" (Krishna). "Wow! Krishna has come! How do you think Vidura and his wife might be feeling now? How are Vidura and his wife planning to greet Krishna?"

pp. 16–17: Are the children able to interpret the text and illustrations correctly? Ask, "What are Krishna's feelings towards Vidura? Why do you think so?"

pp. 18–19: After the children have read the text ask, "What did Vidura grab? How do you know?"

pp. 20–21: "Why did Krishna not notice what he was eating? Why did Vidura also not notice?"



pp. 22–23: “Why would Krishna eat even banana peels from Vidura?”

## TEXT CHARACTERISTICS

Discuss the concept of present and past tense. Tell the children that they are going to learn about past and present tense. Ask them if they have ever heard of *past* and *present*. Ask them to explain and give examples. Say, “*Past* is what has already happened and *present* is what is happening now. When we write or talk about something that has already happened, we call it past tense. If we write or talk about something that is happening right now, we call it present tense.” (See page 170 of *Letters and Sounds* [Phase Six]).

Use a puppet, toy, or yourself to act out a particular action. Each time you or the puppet or toy do something, the children should ask, “What do you do now?” (Not ‘What are you doing now?’) Then say what you do now, using present tense, for example, “I walk.” (Not ‘I am walking.’) Then stop all action and have the children ask, “What did you do before?” and give an answer based on your previous action, such as, “I walked.” (Make sure you use simple past tense rather than continuous past tense such as: ‘I was walking.’) Discuss with the children what word changed in the sentence and how it changed. List the words in separate columns for past and present. Repeat with other actions and continue listing words. Once you have a list of words containing both regular and irregular verbs, discuss how it is the verb that changes in a sentence when we change from present to past tense. Discuss that most verbs become past tense by adding *-ed*, but that ‘irregular’ verbs change in other ways (for example, irregular verbs such as *eat/ate*, *say/said* change almost completely whereas generally we keep a root word and add a suffix). Get a list of past tense *-ed* words and note the sound that *-ed* makes in each. See *Toil in the Sun*, p. 13. Sort them into three sound columns (/d/, /t/, and /ed/). You might be able to find the pattern of why *-ed* sounds differently in different words. Also discuss that there are some words that end in an “*-ed*” sound but are not past tense verbs. Finally, go through *Vidura’s Banana Peels* with the children to find all the past tense verbs.

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

## FURTHER ACTIVITIES

Explain that there are many different ways this story is told in India’s sacred literature. For example, in some places it says that it was Vidura’s wife that gave Krishna the peels. Explain that the author added many details to this story beyond the simple explanation given in the *Mahabharata* and other literatures. Discuss how sometimes when we do a drama from traditional stories, we add details.

Have the children help you write a shopping list for a particular recipe from a cookbook. After studying cookbook recipes, have the children write up a “pretend,” or simulated, recipe. It can be something that can be eaten, or it can be a recipe for a make-believe machine or creature. The recipe can use things such as sticks, mud and leaves, or anything in their imagination.

Have the children research how yoghurt, cheese, cream, butter, and ghee come from milk. Have them find out how each product is made and try making some of them with the children.

Talk about what it is that Krishna likes most from us. Compare this book with *Seven things for Krishna* in regards to offering things to Him. Share the saying, “It’s the thought that counts” with the children and ask them what they think that means. “What matters most about gift giving? The value of the gift itself, or the love of the person giving it?”

Discuss the Vedic etiquette for receiving guests. Research how various cultures receive guests and present your findings to the children. The children can discuss how they receive different guests at home. You can also discuss their experiences with being a guest. They can act out receiving a guest and being a guest. Then work with the children to make a list of what to do and what not to do when a guest comes.

Who was Vidura's special guest? \_\_\_\_\_

What dessert did Vidura and his wife make ?

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> ice-cream    | <input type="checkbox"/> banana cake |
| <input type="checkbox"/> banana cream | <input type="checkbox"/> soup        |

Why did Vidura want to offer Krishna the sweet first?

- ☐ Krishna likes sweets.
- ☐ Krishna asked for sweets.
- ☐ Only the sweet was ready.
- ☐ Vidura's wife said he should.

Why did Vidura not notice he was offering Krishna banana peels?

\_\_\_\_\_

\_\_\_\_\_

Why did Krishna eat the banana peels?

- ☐ There was nothing else to eat.
- ☐ They were offered with devotion.
- ☐ He likes banana peels.
- ☐ The peels were sweet.

Pretend you are one of the characters in *Vidura's Banana Peels*.

**You are Vidura's wife:** How did you feel when you found out Krishna was coming to visit?

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**You are Vidura:** How did you feel when you noticed you offered Krishna banana peels to eat?

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What did you learn from the book?

- ☐ It's good to offer Krishna fruit peels.
- ☐ Krishna likes the devotion in the offering more than the object offered.
- ☐ Krishna enjoys eating peels.
- ☐ Vidura should look better at what he is doing.

**NOTES FOR PARENTS AND TEACHERS:** Have the children read the instructions and then read the questions. They should answer the first two questions from the point of view of the mentioned character. If some children find it difficult to write, have them read the questions and answer orally. Children should answer in complete sentences.

Book: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Favourite character: \_\_\_\_\_

Best part: \_\_\_\_\_

How would I treat Krishna if he came as a guest to my house? \_\_\_\_\_

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**NOTES FOR PARENTS AND TEACHERS:** Take out the book *Matthew's Toy Rocket* and write the following on the board or on a piece of paper:

**Book:** Matthew's Toy Rocket

**Author:** Urmila Devi-Dasi

**Illustrators:** Karuna Krishna Dasa and Yang Rong

**Favourite character:** Matthew

**Best part:** Matthew forgives Zak for taking his toy rocket home without asking.

Explain that a pupil wrote this as her opinion after reading *Matthew's Toy Rocket*. Ask the children to use the lines on this page to do the same for *Vidura's Banana Peels*. For the "best part" they should write a complete sentence containing their own opinion. Then have the children write a few sentences to answer the question about having Krishna as a guest. Children who struggle can do this orally.