

YASHODA'S VISION

Activity Book and Teaching Guide

By Rachel Espinosa • 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

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

New letter groups: o-e, ew, e-e, alk, olk; /ee/ sound for e

Before introducing the written words, ensure that the children understand their meanings. For example, *hole* and *whole* sound alike but have different meanings. *Zebra* is pronounced differently in different countries. In some places it contains only short vowel sounds instead of having the long vowel *e* sound. *Shone* is pronounced differently in different places. In some places, it rhymes with *done* instead of with *bone*. Note that *close* has two different pronunciations and meanings (*Close* the door. I didn't hit the target but I got pretty *close*.). It is suggested that you use either Synthetic Phonics **or** Inductive Whole-word Phonics.

Synthetic Phonics

Introducing a new sound for the letter e and the split letter group e-e

Show or write the letter *e*. Ask the children to tell you the name and sound of the letter as they have already learned it. Ask the children to help you write the word *wet*. Discuss how some letters can make more than one sound. Ask the children to put on their detective hats and get ready to help you find the new sound for the letter *e*. Explain that they will be given two clues to work with.

Write and display the word *me* using sound buttons (see previous books or *Letters and Sounds* for an explanation of sound buttons) and explain that

this is the first clue. Give the children the second clue by pointing to yourself. Then ask the children to think to themselves or talk to a partner to see if they can figure out the new sound for the letter *e*. Prompt as needed. Explain that *e* in *wet* makes a short vowel sound /e/ and *e* in *me* is a long vowel sound /ee/. You can then go through the first word family on page 2 of this book. Explain that like other words studied previously, a short vowel becomes long by adding *e* to the end of the word. Say, "The silent *e* at the end of the word makes the *e* before it make the same sound as the *e* in the words *he*, *she*, and *me*. Go through the second word family on page 2.

Introducing the split letter group o-e

Have the children look at the word lists containing *o-e* words on page 4. Discuss how adding the *e* changes the sound of the vowel from a short sound /o/ to a long sound /oa/. Experiment saying the long /oa/ sound with the children. Then read through the word family together.

Introducing the new letter group ew

Remind the children that some sounds can be made by more than one letter or letter group. Ask the children if they can give an example of a sound that is made by more than one letter or letter group. Ask the children to find the letter

or letter group that makes the sound /oo/ in *blue* (*ue*) from magnetic letters or from a display of letters and letter groups. Explain that this sound can also be made with the letter group *ew*. Display the letter group for the children to see and say the sound. Then list some words taken from the relevant word family in this book for the children to read together.

Introducing *alk, olk*

When introducing the *alk* family on page 4, remind the children that a letter can make more than one sound. Ask the children to try to read the two sentences at the bottom of the page and to get what *walk* and *talk* say. Explain that all the words in this family have the same sound for *a* and then ask the children to read through the lists.

Inductive Whole-word Phonics

Go through the word families on pages 2, 3 and 4,

one list at a time, using spell-say (*j-o-k-e joke*) and repeat for the first word of each list. See if the children can then read the rest of the words in the list. For page 3, follow the instructions for the exercise there. Use spell-say if needed. Read the words list by list first. Once the children are familiar with the words, read across the word families.

Start writing the words from the word families on the board. (They should remain grouped as in the word families.) Have the children read the words as you write them. Then have them read the words as fast as they can, first from top to bottom, then bottom to top and then randomly. In a classroom environment, you may wish to choose a child to point to the words for the other children to read.

Write words on cards. There should be two of each word. Play Snap or Memory, making sure the children read aloud the word they see each time they turn over a card.

Word families: *e* and *e-e*

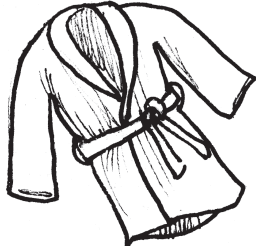
he	even	these
she	Steven	complete
me	evening	concrete
be		Pete
we	Sweden	Steve
evil	secret	eve
zebra	tepee	theme
repeat	Peter	extreme

Word families: o-e

NOTES FOR PARENTS AND TEACHERS: Ask the children to read *rob*, *not*, *hop*, and *cod* at the top of the page and discuss their meanings. Then discuss how adding a silent *e* at the end makes a new word. Have the children blend sounds if you are using Synthetic Phonics. Ask the children to suggest what the new words are (*robe*, *note*, *hope*, and *code*) and what they mean. Then have the children read though the word families (see pages 1 & 2 for suggestions).



rob + e = robe



not + e = note

hop + e = hope

cod + e = code

joke
broke
smoke
spoke
woke
awoke

note
vote

bone
cone
stone
shone
throne
alone
atone

those
hose
nose
rose
chose
close
suppose

home

hole
pole
stole

drove
stove

explode
envelope

new

dew

chew

few

pew

drew

grew

crew

brew

screw

threw

blew

flew

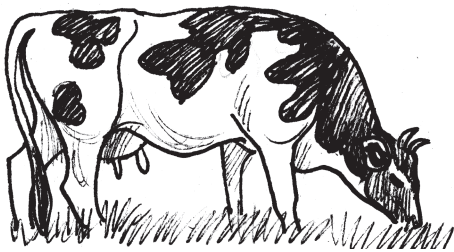
stew

Andrew

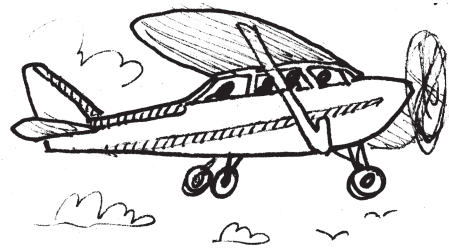
mildew

renew

Matthew



The cow chews the grass.



We all flew in a plane.

walk

stalk

talk

chalk

yolk

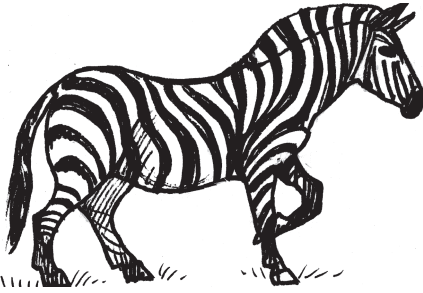


We walk to the shop.

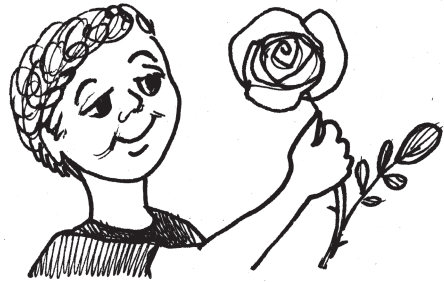


I talk to my uncle.

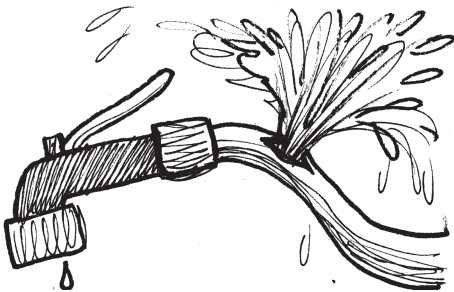
Mark the phrase that matches the picture



- ☐ the zebra walks
- ☐ the zebra talks



- ☐ Matthew's nose
- ☐ Andrew's rose



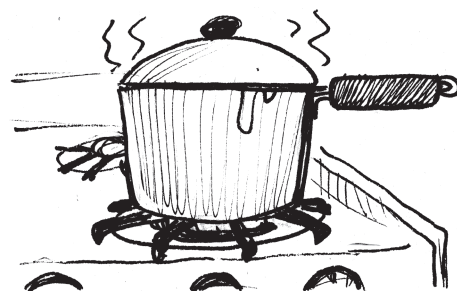
- ☐ a hole in a hose
- ☐ a vote in a cone



- ☐ he talks
- ☐ she chalks



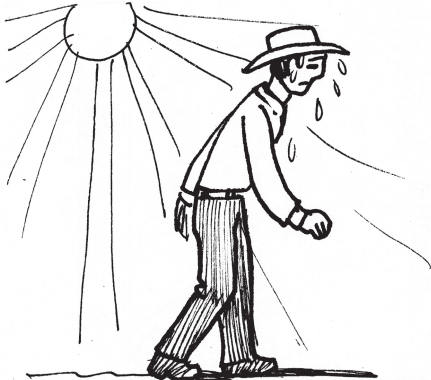
- ☐ a screw broke
- ☐ a new throne



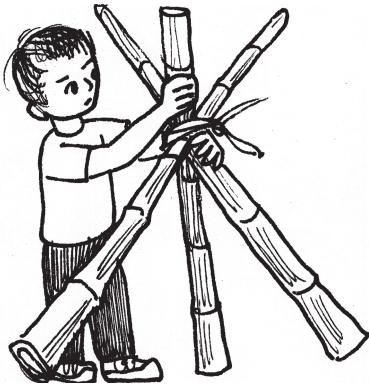
- ☐ a pole in a hole
- ☐ a pot on a stove

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

Mark the sentence that matches the picture



- ☐ The crew just flew to Sweden.
- ☐ I took a walk in the hot summer sun.



- ☐ Andrew prays in the pew in the church.
- ☐ Peter puts up poles to make the tepee.



- ☐ A dog chews a bone alone.
- ☐ Matthew drew a rose with chalk.

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

Mark the answers based on the picture



What is the dog doing?

☐ chewing a bone

☐ talking

What keeps up the cloth to make shade?

☐ smoke

☐ poles

What can you see in the road?

☐ an envelope

☐ a hole

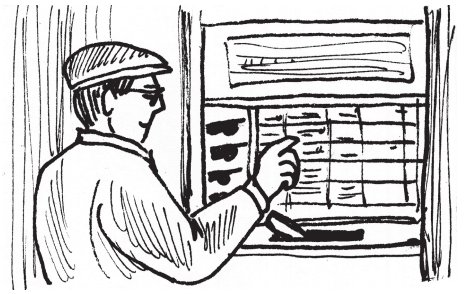
Put a mark on the chalk in the boy's hand.

Put a mark on something that stole a flower garland from the flower shop.

NOTES FOR PARENTS AND TEACHERS: Ask the children to describe what is happening in the picture. They should then answer the three questions by marking the correct box. For the bottom two exercises, they should put an X or a tick mark on the chalk in the boy's hand in the picture, and another X or tick mark on the monkey in the picture that is stealing a flower garland.

Match sentences to pictures

If the hose is not put on well,
the gas can explode.



She put a note in an envelope.



Steven votes alone in
the booth.



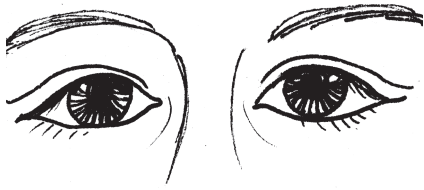
We cooked a stew with the
new carrots from the yard.



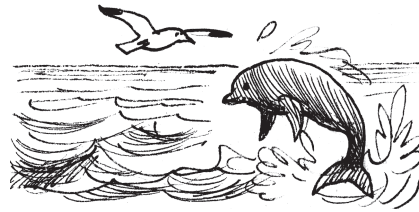
The cowherd boys play
a joke on Krishna.



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



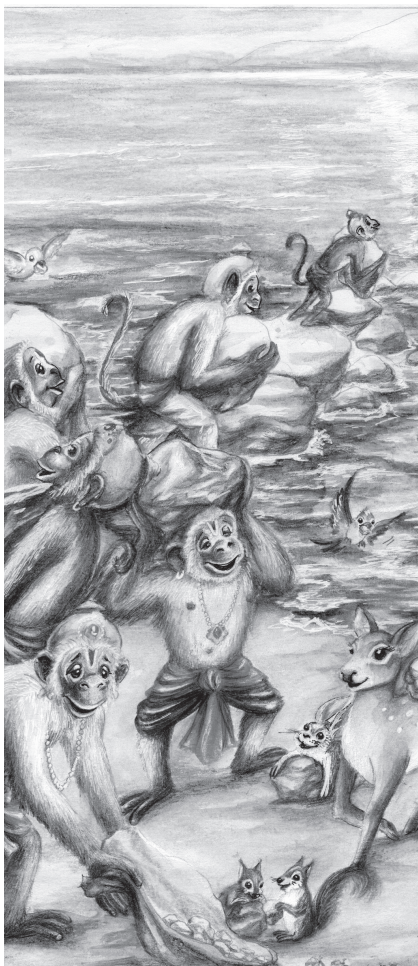
to see



the sea



We swim in the _____. I can _____ a red rose.



When they reached the _____,
they said to Rama, “You can
_____ that Lanka is on the far
side of this _____. We do not
_____ how we can save her!”

Rama said, “Put rocks and trees in
the _____ and you will _____ how
they float on the water. Then we
can all cross the _____ on the top
of the rocks and trees.”

NOTES FOR PARENTS AND TEACHERS: Discuss the similarities and differences with the words *see* (to look) and *sea* (the ocean). Have the children write the correct word in each blank.

What do you think?

Can a stove smoke?

☐ Yes ☐ No

Is Sweden far?

☐ Yes ☐ No

Can you walk and
talk at the same time?

☐ Yes ☐ No

Is it warm on a
summer evening?

☐ Yes ☐ No

Do you need screws
to put up a tepee?

☐ Yes ☐ No

Must a rose have a
stalk?

☐ Yes ☐ No

Can stones hurt
bones?

☐ Yes ☐ No

Does a bird come from
the yolk of an egg?

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: 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 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 and children can hold up a *yes* or *no* card to answer the question.

Substitute words to change the sentences

He picked a rose for Yashoda.

Radha

grew

Krishna

Matthew played jokes in the park.

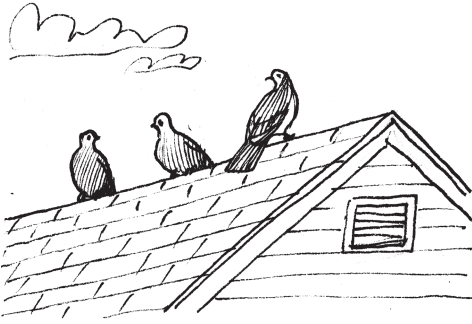
Steve

alone

tepee

NOTES FOR PARENTS AND TEACHERS: This is a word substitution activity. First write this sentence on a board or a piece of paper: *Peter mixed the concrete.* Then substitute one word in the sentence with another: *Andrew mixed the concrete.* Ask the children to read this new sentence to check if it makes sense. Then continue substituting words: *Andrew stole the concrete.* *Andrew stole the rose.* Each time ask the children to read the new sentence. Repeat with other sentences using known words (Example: *He will draw a zebra with chalk.* *He will make a zebra with paint.* *Sam will make a zebra with paint.*) Have the children complete the activities on this page. Help if needed.

Does the sentence match the picture? Mark yes or no



The birds flew home to the nest in the tree.

☐ Yes ☐ No



He had a big wart at the end of his nose.

☐ Yes ☐ No



The plant grew in a crack in the wall.

☐ Yes ☐ No



A few of these treats are for you.

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: Have the children look at the picture and then read the sentence next to it using spell-say or sound-say when needed. Then have them mark the *yes* box if the sentence matches the picture or the *no* box if it does not.

Write sentences using the words given



she secret

She tells the boy a secret.



he joke



Peter alone

NOTES FOR PARENTS AND TEACHERS: Discuss the pictures with the children. Then have them write a sentence describing the picture using the words provided. Check that the children include capital letters and periods (full stops). This is the first time this activity has been introduced, so the children may need a lot of support. Model this first using the top two words (she, secret) and several different sentences, making sure to use only words the children have learned.

One day when Krishna, Balarama and the cowherd boys were herding the cows, the boys smelled something new.

“Krishna! We smell something sweet! It comes from the dates that grow on those trees. Let’s go and eat a few!” the boys said. When they got there, an evil ass came and kicked Balarama on his chest. Balarama did not explode. He did not even say a word. Next time the ass kicked, Balarama took his legs and swung him fast. The ass flew high and landed on top of a tree. The ass was not alone. Krishna and Balarama killed them all.

“These evil asses look like clouds in the trees!” the boys said. Then they went home and talked about Krishna and Balarama’s deeds.

NOTES FOR PARENTS AND TEACHERS: Have the children read the text using spell-say or sound-say as needed. Ask the children to suggest a title for the story. Use this story for the activities on the next page.

Sort the /ee/ words from the story on the previous page



NOTES FOR PARENTS AND TEACHERS: After the children read the story of Balarama and the evil ass on the previous page, have them circle the illustration at the top of this page that supports the text the most. Then have them read the story again, this time underlining any words that contain the long vowel /ee/ sound. Make sure the children read aloud. If possible have the children work in pairs. One can read while the other underlines. You can model this for one word before having the children work independently.

When the children have finished underlining the words containing the /ee/ sound, have them write the various spellings of /ee/ at the tops of the four columns on this page (ee, e, e-e, and ea), and sort the words into each column according to how the /ee/ sound is spelled. Then have the children think of any other words that they know that could fit into each group. Share and compare findings.

CREATING THE ATMOSPHERE

Give the children hand mirrors and tell them to look at themselves. Ask them to open their mouths and describe to a partner what they can see when they look inside.

“Do you know that one day Yashoda was told that Krishna was eating mud? So she asked Him to open His mouth to check if there was mud in there. He opened his mouth. What do you think she saw inside Krishna’s mouth?” Listen to the children’s responses and list them somewhere where the children can see. “We are going to read a story about Yashoda looking into Krishna’s mouth and while we read, we can compare your ideas to what Yashoda saw, as it is written in this book.”

INTRODUCING THE BOOK

Look at the cover. Discuss the illustration. “Whom can you see on the cover?” (Yashoda and Krishna) “What does Krishna have on His chin?” (dirt) Read the title with the children. Read the blurb on the back cover with the children.

pp. 2–3: “What is happening in the illustration? Krishna is playing in the dirt and the mud with his cowherd friends.” Have the children read the first paragraph together, paying special attention to the correct reading of the words *grew*, *walk* and *new*.

pp. 4–5: “What is the cowherd boy pointing at? What is he trying to tell Yashoda?” (Look! Krishna ate some dirt!) Have the children read the last sentence focusing on the correct reading of *alone* and *off*.

pp. 6–7: “Can you see the new treats Yashoda has made for Krishna? Yashoda says, ‘You can eat a few of them (treats).’” Point to the words *these*, *new* and *few* and have the children read them.

pp. 8–9: Discuss the illustration with the children. Read the first paragraph. Then ask the children, “Who is speaking? (Krishna) What is Krishna trying to tell Yashoda? How might He sound? Let’s read again, this time trying to sound like baby Krishna is talking. Remember that there is an exclamation mark after *lies*.” Point to *lies* and the exclamation mark. “So it seems that Yashoda is going to look inside Krishna’s mouth; let’s see what she sees.”

pp. 10–11: “Wow! I wasn’t expecting to see a picture like this here. I thought maybe I would see teeth and a tongue!” Have the children scan the text to find out what Yashoda saw.

pp. 12–13: “Look at the picture. What else can Yashoda see?” (water, sea, air and light) Ask the children to count how many times they can see the word *she* in the text.

pp. 14–15: “What else can Yashoda see?” (the moon, stars and sun) Have the children find and read the words *even* and *me*.

pp. 16–17: “Yashoda looks surprised. She must be wondering if her vision is real.”

pp. 18–19: Discuss the illustration and read the last paragraph with the children.

p. 20: Discuss the illustration.

TEXT CHARACTERISTICS

Comparing question and exclamation marks

There are many examples of sentences containing question marks and exclamation marks in *Yashoda’s Vision*. Discuss what a question is with the children. “What is the purpose of asking a question? How do you know it’s a question? What does it sound like? How might it start? What does it look like when we write it?” Select a couple of questions from *Yashoda’s Vision* and

write them for the children to see. Discuss and compare the way they begin (did you, what is, is this, is that). Ask the children if they can remember which mark appears at the end of a question.

Display an exclamation mark for the children to see. Discuss when and why it is used. Have the children suggest and say a sentence that could use an exclamation mark. Select a couple of sentences containing exclamation marks from *Yashoda's Vision* and write them for the children to read with expression.

Hand the children two small cards, one containing an exclamation mark, the other containing a question mark. Say a sentence and have the children hold up the question mark or exclamation mark accordingly. For example, *This is so hot (!)*. *How old are you (?)*. Only say the sentences. Do not write them down for the children to read.

READING THE BOOK

If using Synthetic Phonics or Inductive Whole-word Phonics, children should read out loud. If using Guided Reading, children should read silently. If they struggle with a word, have them spell-say or sound-say, refer to the word lists, use picture cues, or context cues. Are the children able to read compound words? (If not, say something like, "Look for a word you know, or cover and read part of the word first. Great! You can read *cowherd*.")

Look at the cover. Can the children read the title without pointing? "Well done, you read the title only using your eyes."

pp. 2–3: Check that the children can read the new words in the text (*grew* and *new*). "How long did Krishna and the boys play in the mud for?" (a long time)

pp. 4–5: "There are a lot of exclamation marks on this page. Something very important must be happening. Can you read this page with expression?" The children may need to read this page more than once. Discuss who is talking and how

he must be feeling. Encourage the children to read like a small boy who is feeling surprised and worried. Check for the correct reading of *alone*. "What do you think Yashoda is going to say to Krishna?"

pp. 6–7: Check for the correct reading of *these*, *few* and *new*.

pp. 8–9: "Do you think Krishna is telling lies? Why?" Check for the correct reading of *lies* and *those*.

pp. 10–11: Check for the correct reading of *she*. "Can you remember, without reading again, some of the things Yashoda saw in Krishna's mouth? What do you think she is feeling or thinking when she is seeing all this?"

pp. 14–15: Check for the correct reading of *me*.

pp. 18–19: "Is Yashoda relieved to have just her little boy, without all the other things she saw?"

AFTER READING THE BOOK, RETURNING TO THE TEXT

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

Have the children read through the book again. When they come across a word that is difficult, have them write the word down on a card or paper. When they have finished, display the words in different parts of the room or an outside area. Say one of the words and have the children move as quickly and safely as they can to the place where that word is located. Repeat until the children become familiar with them. Collect the words and flash the words for the children to read. When the children are able to focus, have them read *Yashoda's Vision* again.

How the characters' feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, "Here on page 2, the author is saying that Krishna is playing in the dirt for a long time. He must be having fun if He is playing for a long time. In the illustration, He looks like he is having fun and

enjoying Himself in the dirt. But here on pages 4 and 5, a cowherd boy is telling Yashoda that Krishna is eating dirt. Krishna is now looking worried in the picture.” Then have the children work in pairs to describe how a character’s feelings changes in the book and then share their findings with the class. Avoid *happy* and *sad*.

Identifying plot elements

“Where does the story take place?” (outdoors in Vrndavana) “Why do you think so?” (The illustration shows that Krishna is outside, and we might already know that Krishna’s childhood activities take place in Vrndavana.) “What does this book teach us?” (The feelings Krishna and His devotees experience are sweeter when Krishna is seen as a simple cowherd boy than when He is seen as God.)

Finding answers exercise

Model for the children how to find an answer by looking in the text. Ask the question, “What will Yashoda do after she has been told that Krishna is eating dirt?” Then both show and explain how you use the book to get the answer from the pictures and the text. For example, you could say, “On page 6, I can read in the text that Yashoda asks Krishna if it’s true that He’s been eating dirt and tells Him to eat a few treats, not dirt. Then on pages 8, 9 and 10, I can see in the illustration and read in the text that Yashoda looks in Krishna’s mouth.”

Have the children find answers to the following questions and explain the reasons for their answers. This can be done with a partner or as group work. Every child should answer at least one factual question and one inferential question. It is best if all the children answer all the questions. For the inferential questions, there is no “right” answer, and what is most important is for the children to explain their process and reasoning based on the book.

Fact questions

- ♦ What were Krishna and the cowherd boys playing in? (dirt)
- ♦ What did Yashoda see in Krishna’s mouth? (water, sea, air, light, time, work, moon, sun, stars, Krishna, and herself)
- ♦ What did Krishna say after His mother asked if He was God? (No, I am just your little boy.)

Inferential questions

- ♦ How did Yashoda feel when she saw all those things in Krishna’s mouth?
- ♦ Why did Yashoda want to forget the vision?
- ♦ Was Yashoda able to forget the vision?

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

FURTHER ACTIVITIES

Provide opportunities for the children to retell the story using props, puppets, felt boards and so forth. Act out the story as a small drama to a class or friends.

Read the chapter “Vision of the Universal Form” from *Krishna Book*. Read part of the *Bhagavad Gita As It Is* (chapter 11) where Krishna reveals His universal form to Arjuna. Compare the way Arjuna reacted to the way Yashoda reacted. Discuss how Krishna’s universal form can help us remember Him. For example, when we use water which is so purifying and satisfying, we can be reminded of Krishna who also purifies us and quenches our thirst. When we see how time is so powerful that we cannot stop it even for a moment, we are reminded of Krishna’s power.

Create a display of all the things Yashoda and Arjuna could see in the Universal form. Have Krishna and Yashoda in the centre. Label the display.

Unscramble the sentences



went dirt off to eat Krishna some alone



looked mouth inside Yashoda Krishna's



even Krishna I see me I see and



just you little boy my are

NOTES FOR PARENTS AND TEACHERS: Model unscrambling sentences and adding capitalization and end punctuation. Choose sentences from previous books or activity books to write on the board scrambled, and then work with the children to fix them. The children should then unscramble these sentences on this page so that they make sense, adding capitalization and ending punctuation (period/full stop, question mark, or exclamation mark). Children who struggle with this after repeated modeling can refer back to the reading book.

What was Krishna playing in?



What did Yashoda see in Krishna's mouth?



How did Yashoda feel when she looked in Krishna's mouth?



Did Yashoda see Krishna as her little boy in the end?



NOTES FOR PARENTS AND TEACHERS: Photocopy this page and cut out the questions and pictures. Have the children read the questions using spell-say or sound-say as needed. After reading the question, place the picture that answers the question on top of the question it answers. If you don't want to photocopy the page, the children can also draw lines from the questions to the picture answer.



Oh, look_____

Krishna ate some dirt_____

Krishna went off alone to eat some dirt_____

Did you go off alone to eat dirt, Krishna_____

Is that true_____

Those boys are telling lies_____

What is this_____

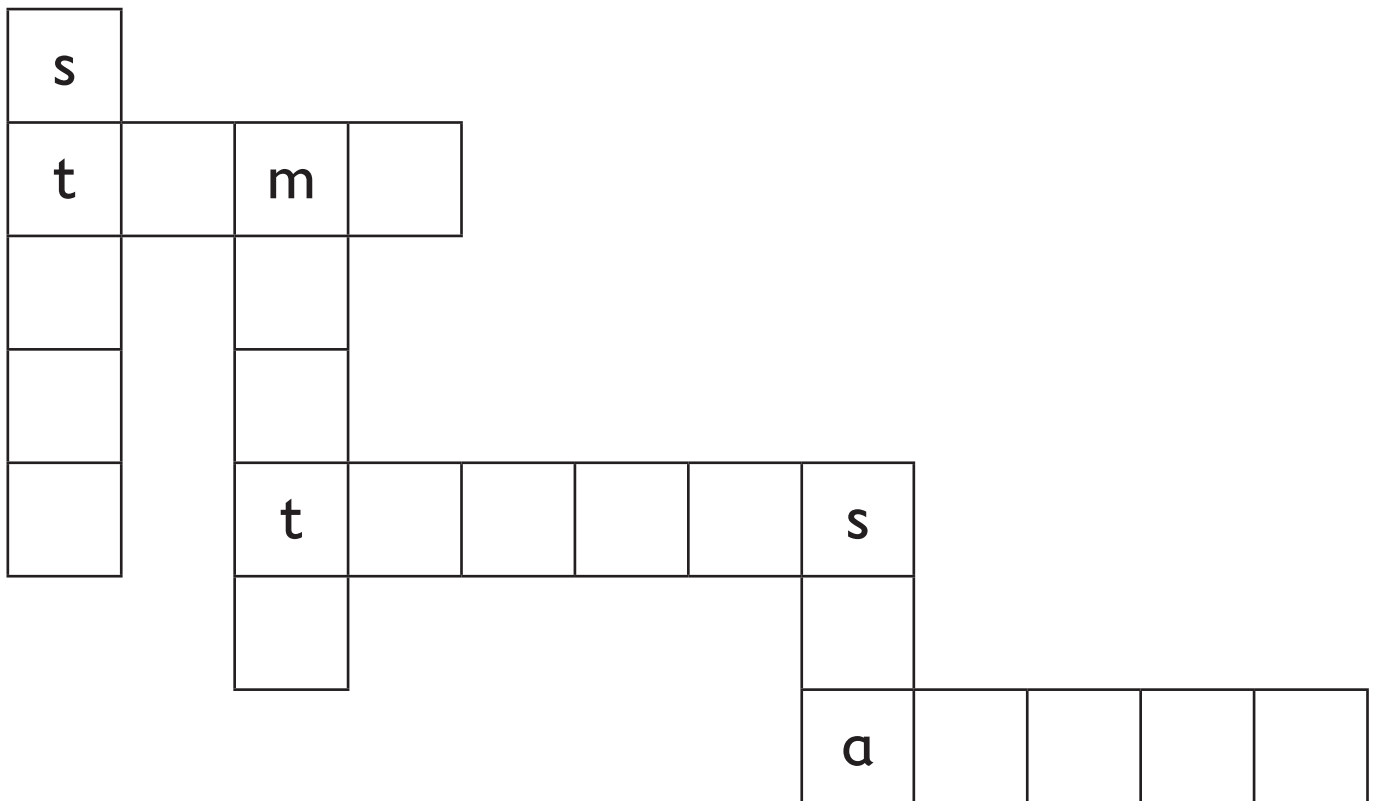
Is this a vision or is it real_____

I see Krishna and I even see me, all inside
Krishna's mouth_____

Does Krishna have some power_____

NOTES FOR PARENTS AND TEACHERS: Have the children complete the sentence by adding an exclamation mark or a question mark. See *text characteristics* on page 16 for activities you can repeat if any children have difficulty with this exercise.

Complete the crossword puzzle



Words going ↓

At night, the s_____ shine.

Yashoda saw so many things inside Krishna's m_____.

Yashoda saw water and the s_____.

Words going ➡

You can see the t_____ on a clock.

Yashoda made some t_____ for Krishna to eat.

Krishna went off a_____ to eat dirt.

NOTES FOR PARENTS AND TEACHERS: If this is the first time the children are doing a crossword puzzle, you will need to help them understand how it works. Offer support and guidance when needed.

Down: stars, mouth, sea; Across: time, treats, alone

Show the story order



NOTES FOR PARENTS AND TEACHERS: Have the children use the pictures to retell the story. Follow the footprints with the first two pictures, then complete the story map by drawing more footprints or lines to show what happened next. After the children have retold the story, have them colour the picture which represents their favorite part of the story.

Write the correct words to make the poem rhyme

lies light boys had

Krishna, in the dirt he plays.
Like this he wants to pass the days.
Yashoda thinks he is so sweet,
but then the mud he wants to eat.



“You think he’s playing with some toys,
but he ate some dirt!” say the _____.
“It is not true!” Krishna cries.
“Look inside. I’m not telling _____.”

When Yashoda looks, she gets a fright.
Inside she sees power and _____.
Little Krishna hugs her to make her glad.
and she forgets the vision she _____.

NOTES FOR PARENTS AND TEACHERS: Explain to the children that this is a poem about Krishna eating dirt. Explain that poems tell stories in a special way. Read the first stanza emphasizing the words that rhyme. Help the children to understand that poems contain rhythm and rhyme. Have the children complete the rest of the poem using the words in the box. Help as needed.