

THE TREASURE IN THE WATERMELON

Activity Book and Teaching Guide

By Rachel Espinosa • Illustrated by Dinara and Elvira Lukmanova

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: -ly, -on, -in; Alternate sounds for u, o, y, ea

Discuss the meaning of any unfamiliar words. The word *cozy* is the American spelling; the British spelling is *cosy*. The words *lead* and *read* have different meanings depending on how they are pronounced. In this book they rhyme with *bread*. In the word list starting with *tulip* the *u* is pronounced differently in different places. In the word list starting with *icy*, many of the words have unusual pronunciations of letter and letter groups (especially the words *any*, *many*, *very*, *carry*, *marry*, *merry*, *sorry* and *worry*). We suggest that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Alternate sounds for u, o, y and ea

Write the letter *u* on the board. Ask the children to say the sound for the letter (as previously learned). Praise the children for remembering the sound. Explain that like other letters and letter groups they have been learning, *u* also makes more than one sound. Write the word *hut* underneath and sound-say the word *hut* emphasizing the sound /uh/. Ask the children to say the word and the sound the letter *u* makes in the word. Write the word *tulip* next to the word *hut*. Sound-say the word *tulip*, using the wrong pronunciation.

Ask if the word makes sense. Write the sentence, "A tulip is a flower." The children should read the sentence and suggest what the new sound of *u* is (/oo/ or /yoo/). Once they have discovered it, have them read the word family on page 2 starting with *truth*. Repeat this same procedure for the sounds *u* makes in *put* (/u/) and *busy* (/i/). In the words starting with *build*, the *u* is silent. Complete the activity on page 3 before going on to the next words.

Repeat this procedure for the letters *y* (word lists on page 4 and activities on pages 5 and 6) and *o* (word list on page 7) and letter group *ea*, selecting a few words as examples.

Set up separate bags containing word cards from each of the word families, *y* and *u*. (The word families are on pages 2 and 4.) Do one bag at a time. Write the focus letter *y* on the board. Ask a child to choose a word from the bag containing the words from the word family on page 2 and to read the word, checking if it makes sense (assist if needed). Ask what sound *y* makes in the word. Help the child to stick the word on the board. Repeat with all the words. Make sure the words are grouped according to the sound *y* makes in the word, when they are being stuck on the board. When all the

words are grouped, discuss how many different sounds *y* can make and which sounds they are. Repeat with *u*. This activity can be used with the letter groups *-on* and *-in*.

New unstressed final syllables: -ly, -on, -in

Write the final syllables on paper or on a board. Say and have the children repeat the sounds of each final syllable (-ly /lee/, -on /uhn/ or /in/, -in /in/). Give word examples for each final syllable from the word families (see page 7). Write the word for the children to see and underline the final syllable. Read the word using sound-say, emphasizing the final syllable. Read through the relevant word families together.

Inductive Whole-word Phonics

Go through the word families on pages 2, 4 and

7 using spell-say (*s-k-y, sky*) 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 children are familiar with the words, read across word families. For the words *buy, build, built* and *minute* you may want to introduce the words in the context of a sentence or simply say the words and have the children discuss what part of the word is tricky. For example in the word *minute* the *u* sounds like /i/ and the end *e* is silent. Then start writing words from a word family on a board or on paper, writing in rows and columns. As you write each word, ask the children to read it as quickly as they can. Say, "Let's race. See if you can read as fast as I can write!" Have the children read up and down the columns and then across the rows. Repeat for other word families.

Word families: Alternate sounds for u

truth	human	put	busy
ruin	unit	bull	minute
July	union	full	
guru	unicorn	pull	
muni	music	awful	build
Vishnu	humour	playful	built
tulip	humor	bush	guess
tuba	pupil	push	guest
stupid	humid	pudding	buy
student	usual		
duty			

Sort the words by sound

Listen to the sound the letter *u* makes in each word.
Sort out the words and print them in the ovals.

future put crust
full humid push
pupil junk under
unit tulip bush
awful luck snug
cup union stupid

duty

bull

but

NOTES FOR PARENTS AND TEACHERS: Have the children sort the words according to the sound the letter *u* makes in each word. They should write the words in the appropriate circles.

Word families: Alternate sounds for y

by	try	fry	reply	rhyme
my	why	cry	fly	cycle
sky	dry	spy	shy	xylophone

rhythm	pyramid	cygnet
gym	Cynthia	Egypt
crystal	Lynne	bicycle

icy	holy	floppy	country
tidy	steamy	celery	easy
study	enemy	mystery	city
energy	any	very	busy
crunchy	many	hairy	naughty
lucky	penny	carry	jaunty
lily	funny	marry	thirty
family	pony	merry	duty
lolly	happy	sorry	cosy
only	copy	worry	cozy

Mark the sentence that matches the picture



- ☐ Cynthia is happy.
- ☐ Cynthia will cry.



- ☐ It is a pyramid.
- ☐ It is a city in Egypt.



- ☐ He plays a rhythm on a drum.
- ☐ He rides a bicycle.



- ☐ Lynne is with her family.
- ☐ Lynne sits on a pony.



- ☐ This is my lolly.
- ☐ This is my lily.



- ☐ The man is hairy.
- ☐ The man is at the gym.

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

Circle or write the correct word to complete the sentence

The new girl in class
feels _____.

cry shy try

The words *merry* and
very _____.

rhyme Lynne rhythm

When it's too far to
walk, you can use a
_____.

bicycle xylophone

When you hurt someone
and it is an accident,
you feel _____.

sorry thirty energy

If you leave a wet
towel in the sun, it will
_____.

dry sky fry

You will see colours if
you hold up a _____
in the light.

crystal Egypt gym

When the child is hurt,
she might start to _____.

try my cry

In order to find out
new things, we need to
_____.

study funny worry

NOTES FOR PARENTS AND TEACHERS: Have the children choose the correct word to complete the sentence, and either circle it or write it in the blank line (writing is preferred).

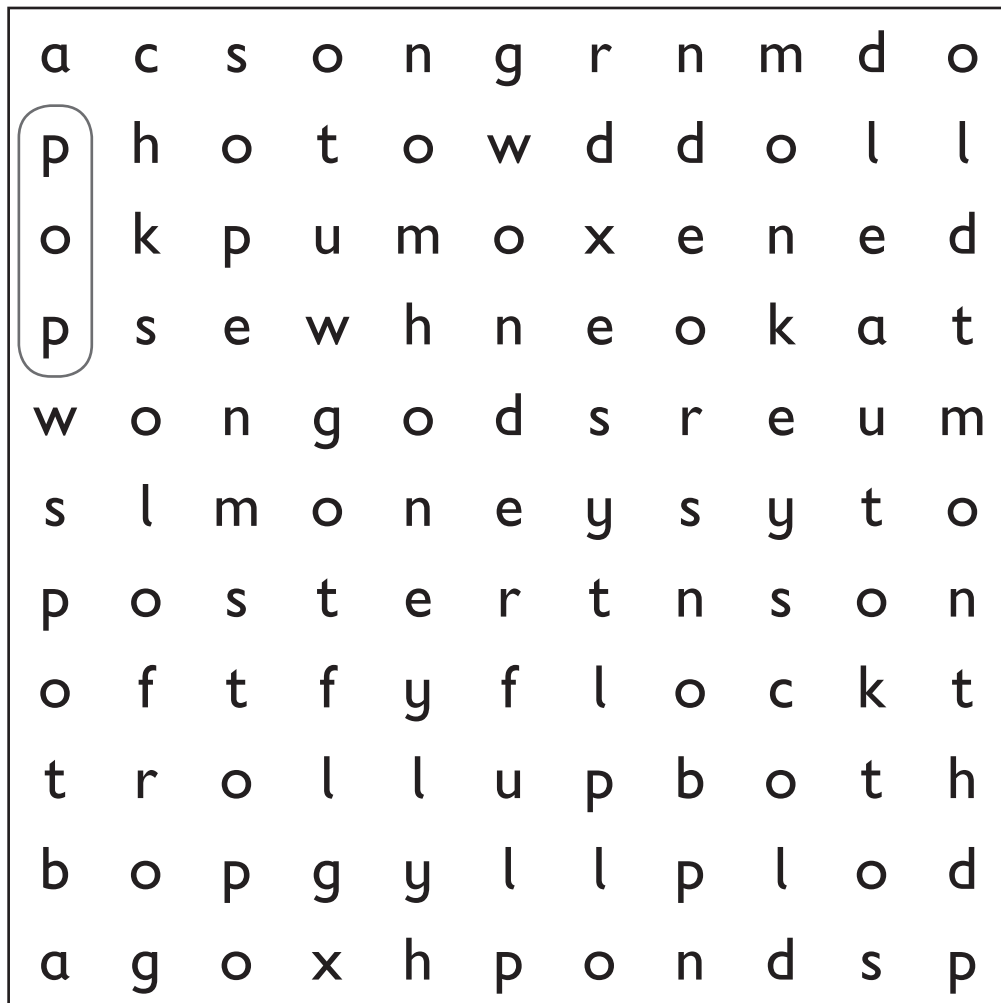
Word families: ea as /e/, o as /uh/; endings: -ly, -in, -on

head	ready	breath	treasure
dead	steady	thread	measure
deaf	bread	heaven	pleasure
read	instead	feather	pleasant
lead	threat	weapon	breakfast

son	honey	month
won	monkey	among
money	Monday	wonderful

brightly	napkin	dragon
sadly	pumpkin	wagon
lately	robin	cannon
swiftly		gallon
glumly		lemon
quickly		melon
merrily		watermelon
really		
smelly		

Find the hidden words



honey	oxen	auto	spot	pop ✓	poster
photo	flock	God	won	doll	month
scold	song	stop	solo	son	money
pond	snob	plod	frog	old	monkey
open	both	troll	ago	no	wonderful

NOTES FOR PARENTS AND TEACHERS: Have the children find and circle the words from the list in the word search. The words either go across (left to right) or down (top to bottom). As they find the words, they can sort them into groups according to the sound the letter *o* makes in each word. A table is provided on the next page for sorting out the words.

Sort the words from the word puzzle

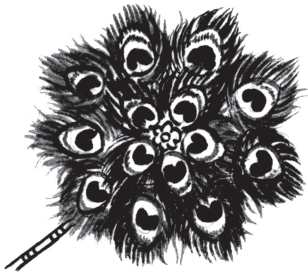
Listen to the sound the letter *o* makes in each word from the word puzzle. Sort those words here.

Monday	only	cost

NOTES FOR PARENTS AND TEACHERS: Discuss the sound the letter *o* makes in the words at the top of each column (*Monday*, *only*, *cost*). The children should put the words from the previous page in this chart, with each column having words where the *o* make the same sound as the word at the top of the column.

Monday: honey money monkey month son won wonderful; only: ago auto both no old open photo poster scold solo troll; cost: doll flock frog God oxen plod pond pop snob song spot stop

Mark the answer that supports the picture



What is it made from?

- ☐ The fan is made from peacock feathers.
- ☐ The fan is made from lead.



Why is she crying?

- ☐ She will measure the dragon.
- ☐ She is afraid of the awful dragon.



What is the boy doing?

- ☐ He is eating breakfast.
- ☐ He is looking for the treasure.



What is happening?

- ☐ Sadly, the robin is dead.
- ☐ The robin is swiftly flying.



Where does the bull eat?

- ☐ The bull eats in the city.
- ☐ The bull eats in the grassland.

NOTES FOR PARENTS AND TEACHERS: Have the children mark the box that answers the question about the picture.

Tricky word: through

NOTES FOR PARENTS AND TEACHERS: Write the words *through* and *threw* and discuss their different spellings, same pronunciation, and meanings. Then focus on the word *through*. Ask the children to suggest oral sentences with it. You can model some also. Write some simple sentences for reading using known words with *through* such as, "We walk through the fog." "I crawl through the tunnel." Ask the children to read the sentence at the top of this page. They can complete the exercise independently, marking the *yes* box if the sentence describes the picture, or the *no* box if it does not.



The train goes through the tunnel.



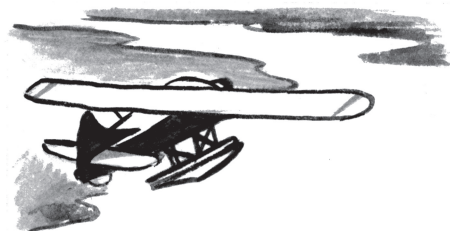
She walks through the mud.

☐

Yes

☐

No



The plane goes through the river.

☐

Yes

☐

No

Interest word: Siva

Ask the children to look at the picture and the words and say Siva (pronounced: shi' vuh).



Siva



Siva and
Parvati

Change one noun in each sentence to an adjective by adding the suffix -y

The clown was so fun.

The beach is sand.

The day is sun and hot.

The winner was very luck.

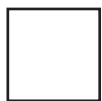
They ran out of the smoke room.

Last winter was cold and fog.

NOTES FOR PARENTS AND TEACHERS: Teach the rule for making a noun into an adjective by adding -y. Discuss how some words (those that end in one consonant preceded by one short vowel) the last letter is doubled before adding the y, and for words with a final silent e, the e is dropped. You can write examples on a board, or on paper, or create charts summarizing how to add -y. Ask the children to read each sentence on this page, and decide which word needs to add a y for the sentence to make sense. They should rewrite the whole sentence with the modified word on the lines.

funny, sandy, sunny, lucky, smoke, foggy

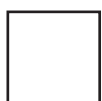
Put the story in order



It is Monday. Sita is ready, dressed brightly in cloth from her head to her toes.



Sita and her sister are getting ready to dance on Monday. She will copy her big sister.



Sita listens to the rhythm and dances merrily to the music. Everyone is happy.



Sita feels awful as she is shy. “Don’t worry,” said her sister. “We will study the dance.”

NOTES FOR PARENTS AND TEACHERS: Have the children decide on the right order for the pictures and the text, matching the text and illustrations by writing the numbers 2 to 4 in the boxes. The first picture and text in the sequence are already completed as an example.

Cynthia and Lynne are pretending to be Krishna's cowherd friends. "I will give this tulip to Krishna!" said Cynthia. "Bring your flute, and we can make music for Krishna too. We can use this honey to make His breakfast. He will be happy!" said Lynne. Both girls merrily play among the trees.

-
- ☐ Tulips in the forest
- ☐ Pretending to be Krishna's cowherd friends
-

One of the things Gopi really likes to do, is go to cooking class on Mondays. On a Monday in July, her teacher said, "We will try to cook a feast." Gopi's teacher taught her how to cut a pumpkin, when to use cream, and how to make bread crunchy. Gopi cooked many things. After the pupils were done cooking, they offered the feast to Krishna for his pleasure.

-
- ☐ Cooking a feast ☐ Crunchy bread

NOTES FOR PARENTS AND TEACHERS: (for this page and the next page) Have the children read the text and then mark the one best description or title of the text. The children may also illustrate any of these stories by drawing on a separate sheet of paper.

The morning was cool and the air was humid. First, many of the guru's pupils began to study the holy books. They read about Vishnu. One pupil began to sing verses in a wonderful tune while the guru's son played music. Then, each pupil became busy with his duty and sang merrily while he worked. Some students made the cottages really clean and tidy. One student helped the guru's wife get ready to cook. He brought a gallon bucket of crystal clear water from the well. Three students swiftly brought a wagon full of wood for burning. A playful monkey sat in a tree making funny faces. He looked for a chance to grab some food and made the boys laugh. When breakfast was ready, the guru called each pupil. They touched their head to the ground to show respect to the holy food. Then they ate as much as they wanted. The guru and his wife gave much care to their students so the boys had no worry.

-
- ☐ A guru, his wife, and their son stay in a cottage.
 - ☐ Each pupil does his duty at the guru's place.
 - ☐ A guru teaches his students about holy books.

What do you think?

If the guru speaks the truth, does he speak of Vishnu?

☐ Yes ☐ No

A cannon may be a weapon, but is it also a treasure?

☐ Yes ☐ No

Can an elephant fly with his floppy ears?

☐ Yes ☐ No

If you only eat bread, will you get sick?

☐ Yes ☐ No

If you put feathers on your head, can you fly?

☐ Yes ☐ No

If Monday is a day of the week, is July too?

☐ Yes ☐ No

Can many pumpkins fit in a gallon jug?

☐ Yes ☐ No

Can any monkey ride on any pony?

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: The children should answer *yes* or *no* 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 each child's reasoning. This activity can be used as a whole class exercise. Write a question on the board, to which children can hold up a *yes* or *no* card to answer the question.

CREATING THE ATMOSPHERE

Ask the children if any of them have something they treasure, and what their treasures are. “How many people consider money, gold and jewels to be treasures? Why do you think gold might be considered a treasure?” Discuss how gold can be used to purchase many other things. “What would you do if you were to find gold?” You can also talk about the difference between material treasures such as money and gold and other treasures such as family, books, friends and devotees. Explore with the children how we all have little treasures and why it’s important to be able to tell what are really treasures in our life and to be grateful for them.

INTRODUCING THE BOOK

Cover: Focusing on the picture, ask the children, “What can you see on the cover? Who might the people be? What are they doing?” Ask the children to read the title. Discuss what the story might be about. Read the blurb on the back cover to the children.

pp. 2–3: “Whom can you see? Do you know their names?” Ask the children to find their names in the text. Remind them that names always begin with a capital letter. Discuss the placement of pictures and text on page 3. Have the children find the words *bull*, *sky*, *rhythm* and *humans* in the text.

pp. 4–5: “What is Parvati looking at?” (a beggar sitting on the street) “Look at the picture; what does Parvati’s face tell you about how she might be feeling?” (She might feel sorry for him.) Have the children find the words *city*, *sorry* and *treasure*.

pp. 6–7: Read the last paragraph on page 6 with the children. Discuss the illustrations. “On page 7, what is Siva thinking, and what is Parvati thinking?” Read the text on page 7 with the children checking that the children can read *argued*. Have the children read the words *try* and *happy*.

pp. 8–9: Discuss the picture. “What is Siva doing to the watermelon? Look closely.” (He is using his magic, maybe to put the treasure inside.) Have the children find the word *watermelon* in the text. Have them read *put*, *by* and *my*.

pp. 10–11: Discuss the illustration.

pp. 12–13: Discuss the illustration. “What is the beggar holding? Who has the watermelon now? What did the beggar do with the watermelon?” (He sold it for a little money.) Have the children find the word *money* in the text.

pp. 14–15: “Look at the illustration. What is the boy thinking he will do with the watermelon?” (He’ll carry it to his friends.) “What do you think Parvati is saying to the boy?” (The watermelon is a treasure.) Have the children scan the text to find out how much the boy paid for the watermelon. (ten cents) Have the children read the words *carry* and *lucky*.

pp. 16–17: Discuss the illustration. “What are the boys doing with the watermelon?” (offering and eating it) “What else have they got?” (gold, treasure) “What are they doing with it?” (giving it to God and to the children)

pp. 18–20: Discuss the illustrations. Have the children read the word *through*.

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 the children struggle with a word, have them spell-say or sound-say it, 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 expression? Check for the correct reading of recently introduced words. Do the children read with some fluency? Do they pause at the commas and full stops (periods)?

Give positive acknowledgement to children who read the title without pointing and are able to read the words *treasure* and *melon*.

pp. 2–3: Check that the children are able to read the new words. On pages 2–3, the words are *through*, *sky*, *rhythm* and *humans*. Are the children able to make realistic presumptions based on the information in the text and the information gained from past experiences? “Who is laughing? Why is he laughing?” (Siva is laughing. Maybe he thinks human bodies are a bit strange and funny compared to celestial bodies.)

pp. 4–5: “How is Parvati feeling? Why is she feeling like this?” (She has seen the beggar and feels sorry for him.) “How does Parvati want to help the beggar?” (She wants to give him a treasure.)

pp. 6–7: “What did Siva want? What did Parvati want? What do you think will happen?”

pp. 8–9: “Why do you think Siva wants to put the treasure inside the watermelon?”

pp. 10–11: “Does the beggar understand that the watermelon is a treasure?”

pp. 12–13: “What did the beggar do with the watermelon? Is he happy with the little bit of money? How do you know he is happy?” (from the illustration)

pp. 14–15: “Who actually listened to Parvati?” Ask the children to predict what might happen next.

pp. 16–17: “To which children did they give some gold?” (the poor children)

pw. 20: Are the children able to think beyond the story? “How do you think the treasure given to God will be used?”

AFTER READING THE BOOK, RETURNING TO THE TEXT

Text characteristics

Same sound, different spellings: Have the children look through the book for words containing the sound /ee/. Have them list them and then discuss the different ways /ee/ is spelled. Words containing the /ee/ sound are *very*, *carry*, *city*, *sorry*, *happy*, *lucky*, *any*, *money*, *street*, *see*, *treat*, *he*, *we*, *me*, *be*, and *she*.

Introducing the concept of a third-person narrative: Ask, “Who is telling the story? Who is it that is telling us this story? Is it Siva? No, it can’t be because why would he say, ‘Siva said’? If he was telling the story, he would say, ‘I said’.” Look through the story for other examples of who isn’t telling the story and explain why they can’t be that person. Then discuss how it is not any of the characters; it’s the author who is not part of the story. “We call this ‘third person.’”

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

Encoding (spelling): Practice the new sounds by saying one sound, along with examples of words that have that sound. Ask the children to write down or select a letter or letter group that represents that sound. Then have the children attempt to write some words containing that sound that are dictated to them. This should not be like a test, but more like a game. Assist the children if needed by helping them to sound-say and blend letters or letter groups if using Synthetic Phonics, or spell-say them if using Whole-word Inductive Phonics. Discuss and compare words containing similar letters and sounds.

How the characters’ feelings change

Pick a character and discuss how his or her feelings change throughout the book. For example, “The beggar, here on page 11, looks very grave. He is looking at the watermelon. We know from reading the text that he does not agree that the watermelon is a treasure, despite Parvati saying

so. However, here on page 13, he looks thrilled. He just got some money and he is pleased.” Have the children work in pairs to describe how a character changes in the book and then share their findings with the class. Avoid using the words *happy* and *sad*.

Identifying plot elements

What can we learn from this story in our own life? What does this book teach us? (We will be able to see and understand more if we simply learn to hear.)

Finding answers exercise

Model for the children how to find an answer by looking in the book. Ask the question, “What does Siva mean when he says that the beggar won’t treat the treasure well?” Then both show and explain how you use the book to get the answer from both the pictures and text. For example, you could say, “Let’s compare how the beggar responds when he is told that the melon is a treasure to the way the boy responds.” Point out how the beggar does not say *thank you* and does not express his gratitude like the boy does. “The boy is smiling, but the beggar only smiles after getting the money. The boy wants to share the melon. The boy shares his treasure by giving a lot of the gold to God and some to the poor children.”

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

- ♦ Who wanted to give the beggar a treasure? (Parvati)

- ♦ Why did Siva not want to give the beggar a treasure? (because he thought the beggar would not treat it right)
- ♦ What did Siva use to put the gold inside the watermelon? (magic)
- ♦ How did the boy feel when Parvati told him that the watermelon was a treasure? (lucky)
- ♦ What did the boy do with the gold? (gave a lot to God and gave some to the poor girls and boys in the city)

Inferential questions

- ♦ What do you think Parvati thought the beggar would do with the watermelon?
- ♦ What do you think the poor boys and girls in the city would do with the gold that they were given?

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

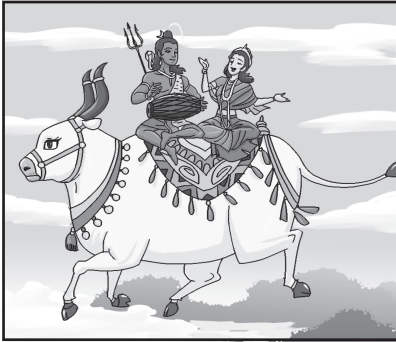
FURTHER ACTIVITIES

Discuss what it means to trust what we are told and how we can tell if we can trust someone.

Divide the children into small groups and give each group a different scenario to discuss and act out. For example, “What would have happened if Siva had not hidden the treasure in the watermelon and Parvati gave the beggar the gold without it being hidden?” “What if the boy did not have any money to give the beggar?” “What if Siva and Parvati had not seen the beggar?” “What if the beggar had listened to and believed Parvati?”

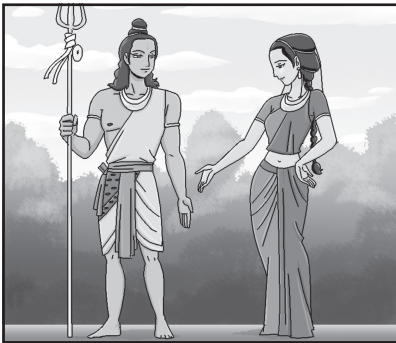
Bring in a watermelon. Have the children remove the seeds and then plant them in small containers. Discuss what is needed for plants to grow. Measure the growth of the new plant every week and record its growth. Make a flow chart illustrating the development of a watermelon plant--from fruit and seed to plant, and back to fruit and seed.

Circle or write the correct word based on the story book



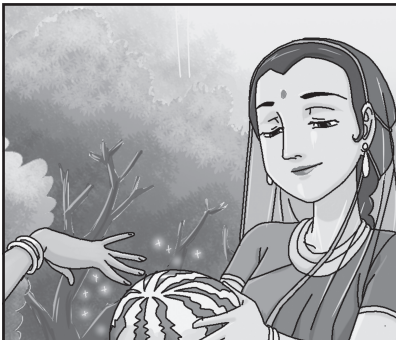
Siva played a _____ on his drum.

crystal carry rhythm



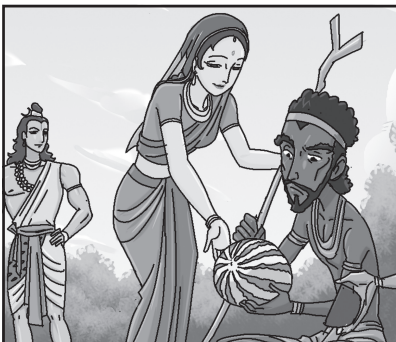
Let's look like _____.

unicorn humans pupil



I will put a treasure in this _____.

dragon watermelon

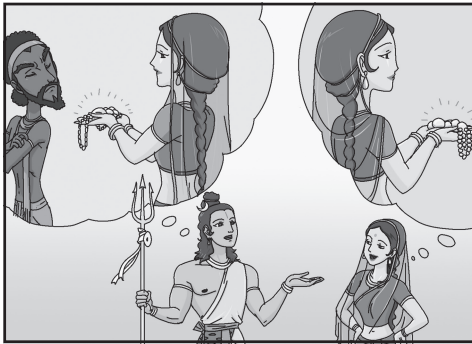


“This is not a _____,”
said the man.

treasure weapon head

NOTES FOR PARENTS AND TEACHERS: The children should read each sentence using sound-say or spell-say as needed. Then they should read the word choices and decide which goes in the blank. They should then write the word in the blank. It is good if they orally spell and say the word they have written. Special needs children can circle the word that goes in the blank.

Is it in the story book?



Siva wanted to give the beggar a treasure.

☐ Yes ☐ No



The boy gave the beggar a little honey for the treasure.

☐ Yes ☐ No



The boys gave a lot of the treasure to God.

☐ Yes ☐ No



Siva sang about Rama and played a rhythm on his tuba.

☐ Yes ☐ No

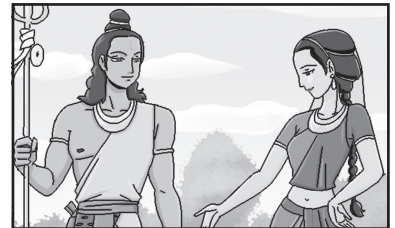
NOTES FOR PARENTS AND TEACHERS: Have the children read the sentences using spell-say or sound-say as needed. If what they read happened in the story *The Treasure in the Watermelon*, have them mark the yes box. If it didn't happen, have them mark the no box.

Siva hid the treasure in it.



watermelon

Siva and Parvati rode on it.
It flew in the sky.



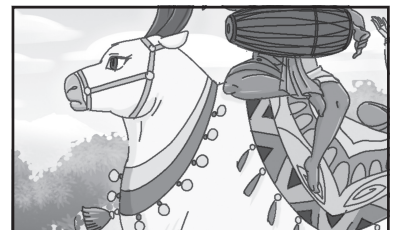
human

Siva did not want the beggar
to have it. Parvati wanted
the beggar to have it.



money

The beggar gave the
watermelon for it.
The boy had it.



bull

The beggar was one.
Siva looked like one.



treasure

NOTES FOR PARENTS AND TEACHERS: Have the children draw lines to match the clues to the correct picture and word.

“Let’s look like humans.”



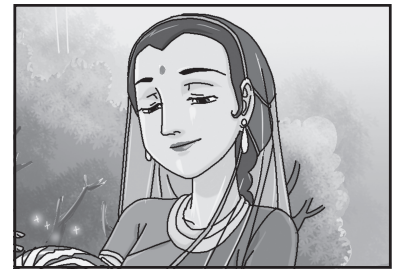
Siva

“Let’s give the beggar a treasure.”



the beggar

“It’s just a watermelon. I can’t see any treasure.”



Parvati

“Oh! I will sell it. Then I will get some money.”



the boy

NOTES FOR PARENTS AND TEACHERS: Have the children read the sentences and then try to remember who said them. If needed, they can refer back to the book. Then have them draw lines to match the sentences to the person who said them. Note that one of the people pictured spoke two of the paragraphs listed.



Where did the treasure go?



The boy took it to the temple.
He gave a lot to God.



He gave some to poor children.



The beggar sold it to a boy for ten cents.



Parvati gave it to the beggar.

NOTES FOR PARENTS AND TEACHERS: Have the children complete the story map. They should look at all the pictures while they explain what happened at each place. Have the children start at the star and ask them where the treasure went next. Then they draw a line to the next picture. When the map is complete, encourage the children to use the map to retell the story to a partner.