

TOIL IN THE SUN

Activity Book and Teaching Guide

By Rachel Espinosa • Illustrated by Syama Vallabha 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

© 2013 Padma Inc., Hillsborough, NC, USA. All rights reserved. This book may be copied and distributed within a single family or classroom only. Any other reproduction or distribution of this book requires specific permission.

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

Combining sounds and letter groups; New word: poor; New sound /er/ for or (in work)

Note the different spellings for *plow* (American) and *plough* (British). Before introducing the word families on page 2, ensure that the children understand their meanings. Discuss *coach* and its various meanings, including being a synonym for *bus*. Of the three words with *oo*, *shook* makes the /u/ sound, and the other two make the /oo/ sound. It is suggested that you use either Synthetic Phonics or Inductive Whole-word Phonics.

Synthetic Phonics

Combining letter groups

Children should be regularly reviewing all letters/letter groups and sound combinations taught up to this point. This workbook focuses on combining the letter groups and sounds *ch*, *sh*, *th*, *oa*, *oo*, *ear*, *ar*, and *er*. So it's especially important that these sounds are reviewed. Choose a word from the word family to write on a board or on paper for the children to see. Write the word, pausing after completing each letter or letter group that represents a sound in the word, adding sound buttons below, then continue with the rest of the word. See *Letters and Sounds* for more information on sound buttons. Write slowly to give the children an opportunity to say each sound in the word

as you write. Once the word is complete ask the children to read the word, using the recognizing and blending process if necessary. Briefly discuss the letter groups and sounds in the word. Discuss the meaning of the word and ask children to create oral sentences with the word. Continue with words from the same list. Discuss the similarities of the words in the list. Repeat for the rest of the words in the word family, working with one list at a time. Once children have grasped the blending of the letter groups, have the children spell the words using magnetic letters or letter cards containing the relevant letters and letter groups. Work through the word family, completing one list before moving to another list.

Introducing the word poor

The word *poor* is introduced here. This word includes the new letter group *oor*, and may be pronounced with either the /oor/ or the /or/ sound, both of which have already been taught. Explain that some sounds can be made by more than one letter group. For the /oor/ sound, show the word *lure*; for the /or/ sound show the word *for*. Explain that the sound can also be made with the letter group *oor*. Show the word *poor* and say the sound.

If you teach *poor* with the /oor/ sound, you can teach it along with the /oo/ words, *tooth* and *booth*.

Introducing alternative sound /er/ for the letter group or

Show the letter group *or*. Ask the children to tell you the sound. Ask the children to help you write the word *for* and check together if it makes sense. Explain that some letter groups make more than one sound and that we are going to put our detective hats on and are going to try to find the new sound for the letter group *or*. Explain that we have two clues to work from. Write the word *worm* using sound buttons and explain that this is the first clue. Draw a picture of a worm next to the word and explain that this is the second clue. Ask the children to think silently or talk to a partner and see if they can figure out the new sound for the letter group *or*. Prompt and help as needed.

After finding the new sound, ask the children to help you read the rest of the words in the same word family below.

Inductive Whole-word Phonics

Discuss the meaning of any possibly unfamiliar words from the lists below. Then, go through the word families below using spell-say (*s-h-o-a-l*, *shoal*) and repeat for the first word of each list. See if children can then read the rest of the words in the list. Use spell-say if needed.

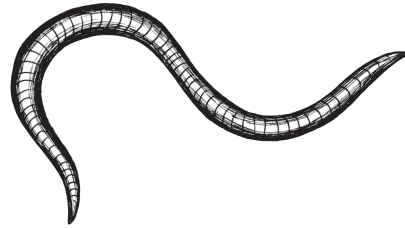
Using word cards, quickly stick the words on a wall or board in the same order as in the word families. As you display the words, ask children to try to read them before you display the next word. Point to the words, read up and down the lists. Collect all the word cards and flash them to the children first in the same listings and then in random order.

Word families

shoal	shook		plough		work
poach	tooth		plow		working
coach	booth				word
shear					worm
farmer			poor		worth

Match words to pictures

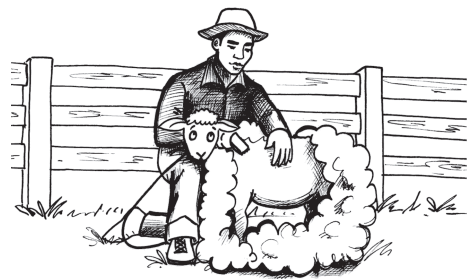
shoal



coach



tooth



shear



worm



NOTES FOR PARENTS AND TEACHERS: Have children read the words using spell-say or sound-say. Then have them name the pictures and then draw lines that match. Help as needed.

Find the common letter groups

oa

shoal

poach

coach

tooth

booth

worth

coach

poach

torch

booth

root

tooth

shook

shoal

shear

NOTES FOR PARENTS AND TEACHERS: Have the children read the words in each oval, using spell-say or sound-say. Then encourage them to discover what sound and letter group makes the words in the oval similar. Have the children write the letter group that the words have in common in the box in each oval. Help as needed

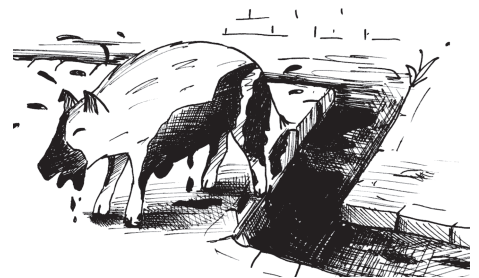
Zack's coach runs
with Zack.



She can fix my tooth.



Do not poach!



The pig shook off the mud.



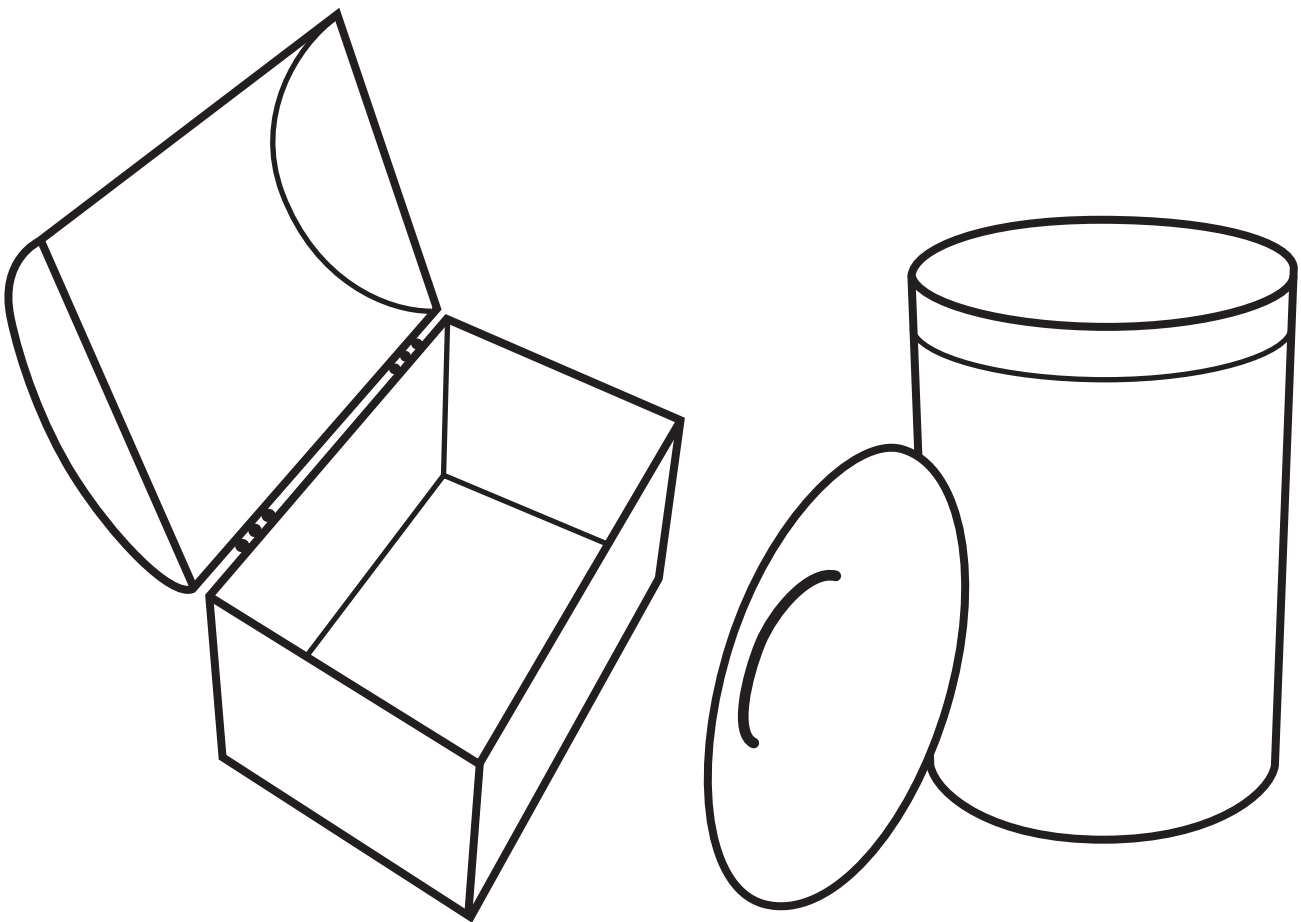
A worm is on the wet
path in the yard.



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

Sort the real words from the nonsense words

zooth shoal coach worth shook
footh working narsher work
poach word farmer choap



NOTES FOR PARENTS AND TEACHERS: Photocopy the page and cut out each of the words on the top of this page. Have the children sort the words according to whether they make sense or not. Have the children paste or stick nonsense words in the rubbish bin. Words that make sense are to be pasted in the treasure chest.

If you don't want to photocopy the page the children can also draw lines from the words to the appropriate place. They can also write the real words in the treasure chest, but do not have them write the nonsense words.

Tricky word: *they*

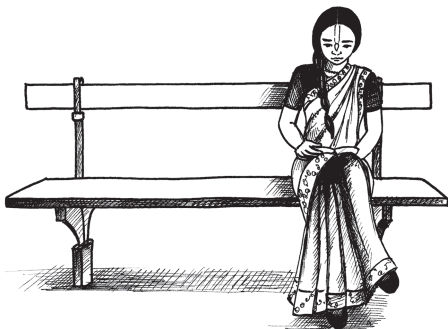
NOTES FOR PARENTS AND TEACHERS: Say the word *they*, and then ask the children to suggest oral sentences using the word. You can model some also. Discuss the pictures and captions below. Explain that the word *they* refers to more than one. Ask the children if they can see a relationship between using *they* and an *s* at the end of the verb. Ask the children to read the sentences on this page. Help as needed.



He runs.



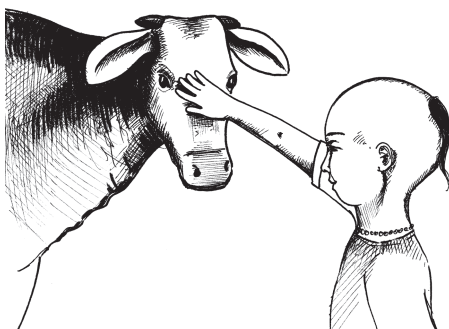
They run.



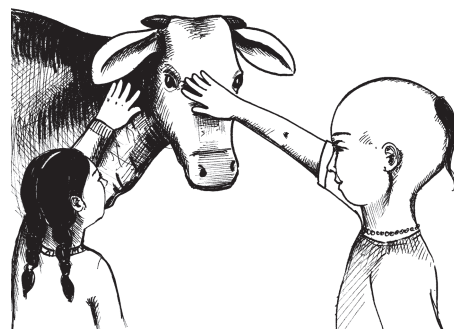
She sits.



They sit.



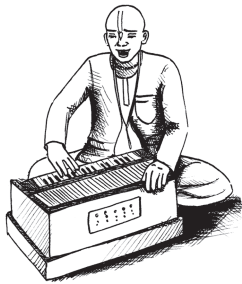
He pats the cow.



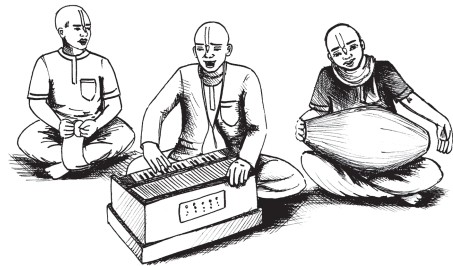
They pat the cow.

Tricky word: are

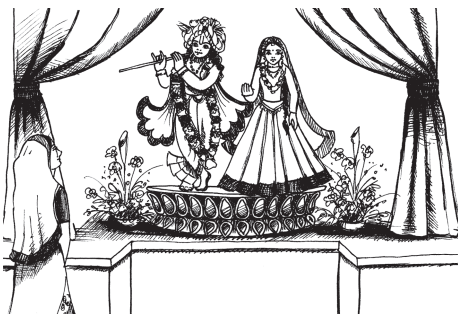
NOTES FOR PARENTS AND TEACHERS: Say the word *are*, and then ask the children to suggest oral sentences using the word *are*. You can model some also. Then write some simple sentences with *are*, such as “Are you Ravi?” “They are pulling the boat.” “Are you a farmer?” “They are at the temple.” Then ask the children to read the sentences on this page. Help with spell-say or sound-say as needed.



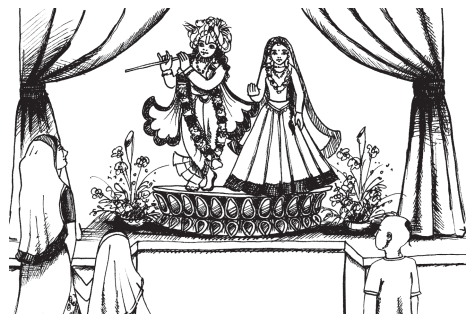
Dad is singing
a bhajan.



They are singing
a bhajan.



She is looking
at Krishna.



They are looking
at Krishna.



Are you hurt?

Yes, I am in pain.

Mark the sentence that matches the picture



- ☐ He cooks.
- ☐ They cook.



- ☐ She waits for the bus.
- ☐ They wait for the bus.



- ☐ He works.
- ☐ They work.

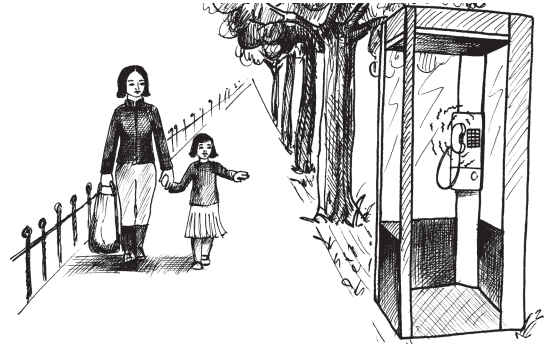


- ☐ She is a farmer.
- ☐ They are farmers.

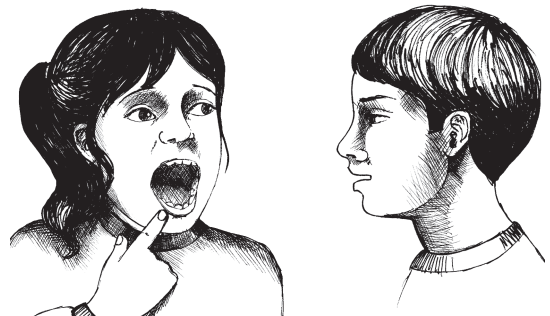
NOTES FOR PARENTS AND TEACHERS: Have children read the sentences, using sound-say or spell-say. Ask the children to mark the box next to the sentence that best describes the picture.

Match speech bubbles to pictures

I wish I was
a farmer!



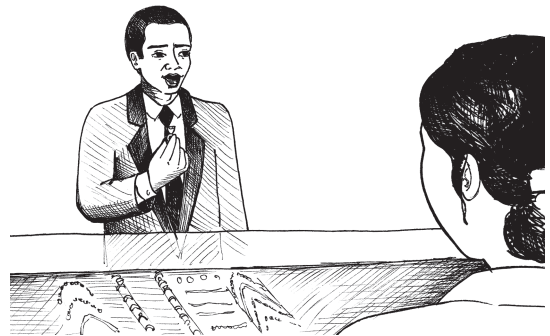
How much is
the ring worth?



My tooth will
fall soon!

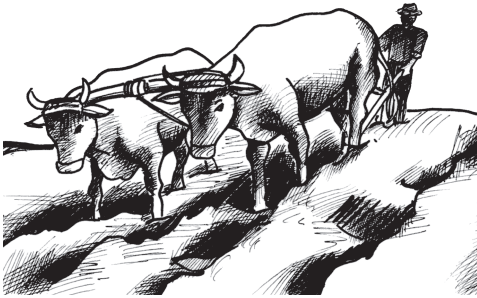


I hear
ringing from
that booth.



NOTES FOR PARENTS AND TEACHERS: Have the children 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 match the speech bubbles to the right pictures by slightly overlapping them and gluing them on paper. Alternately, children can draw lines from speech to matching picture.

Mark the sentence that matches the picture



- ☐ The farmer works hard.
- ☐ They are selling rings.



- ☐ Poor me! I have a pain in my tooth.
- ☐ I see the word stop.



- ☐ I put the butter on the dish.
- ☐ I shook the jar to make butter.



- ☐ A shoal is in a river.
- ☐ They are waiting in the coach.

NOTES FOR PARENTS AND TEACHERS: Children read the sentences, using sound-say or spell-say. Ask the children to mark the box next to the sentence that best describes the picture.

What do you think?

Can you shear a rabbit?

☐ Yes ☐ No

Are cows worth much?

☐ Yes ☐ No

If a farmer digs, is he working?

☐ Yes ☐ No

Are worms longer than a foot?

☐ Yes ☐ No

Can you sing a word?

☐ Yes ☐ No

Can a man coach singing?

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: Children answer *yes* or *no* to the question by marking the appropriate box. The questions do not always have a correct or incorrect answer. The focus is on reading the question. The child's answer and reason for their answer can be discussed afterwards.

This activity can be used as a whole class exercise. Write a question on the board and children can hold up a *yes* or *no* card to answer the question.

Past tense: Adding -ed

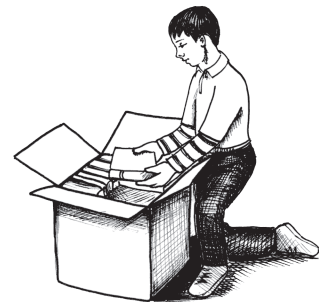
NOTES FOR PARENTS AND TEACHERS: Do some oral exercises with the children with adding *-ed* to verbs. (Do not teach any *-ed* words where the last consonant is doubled.) First give some oral sentences, all present tense. First say simple present (such as “He calls.”) and then past equivalent (“He called.”) After saying about twenty pairs, ask the children to suggest their own pairs of sentences. Accept sentences in any tense (past, present, or future). Note that *-ed* can sound like /t/, /d/, or /ed/.

Next write the following pairs of words on the board:

call/called	mess/messed	yell/yelled
miss/missed	fill/filled	hiss/hissed
bait/baited	lick/licked	back/backed
pack/packed	rock/rocked	mock/mock
kick/kicked	kiss/kissed	load/loaded
tick/ticked	wish/wished	will/willed
shock/shocked	boil/boiled	gush/gushed
shell/shelled	march/marched	bother/bothered
rear/reared	shear/sheared	torch/torched
work/worked	wait/waited	coach/coached

Go through the list one by one, using spell-say or sound-say to help the children read the words, especially new ones. Then ask children for oral sentences for each pair. You can prompt and give samples, but the children should suggest as many as possible. Then ask children to read this page.

call	called
pull	pulled
turn	turned
lock	locked
pack	packed



I pack the box.

The box is packed.



I lock it. It is locked.



“Call Dad!” said Mum.

I called Dad.

Beth was at work.



She did not see the robber get in.



He gathered all her silver into a bag.



“This silver will be worth a lot of cash!” he said.

After Beth got back, she called the cops.

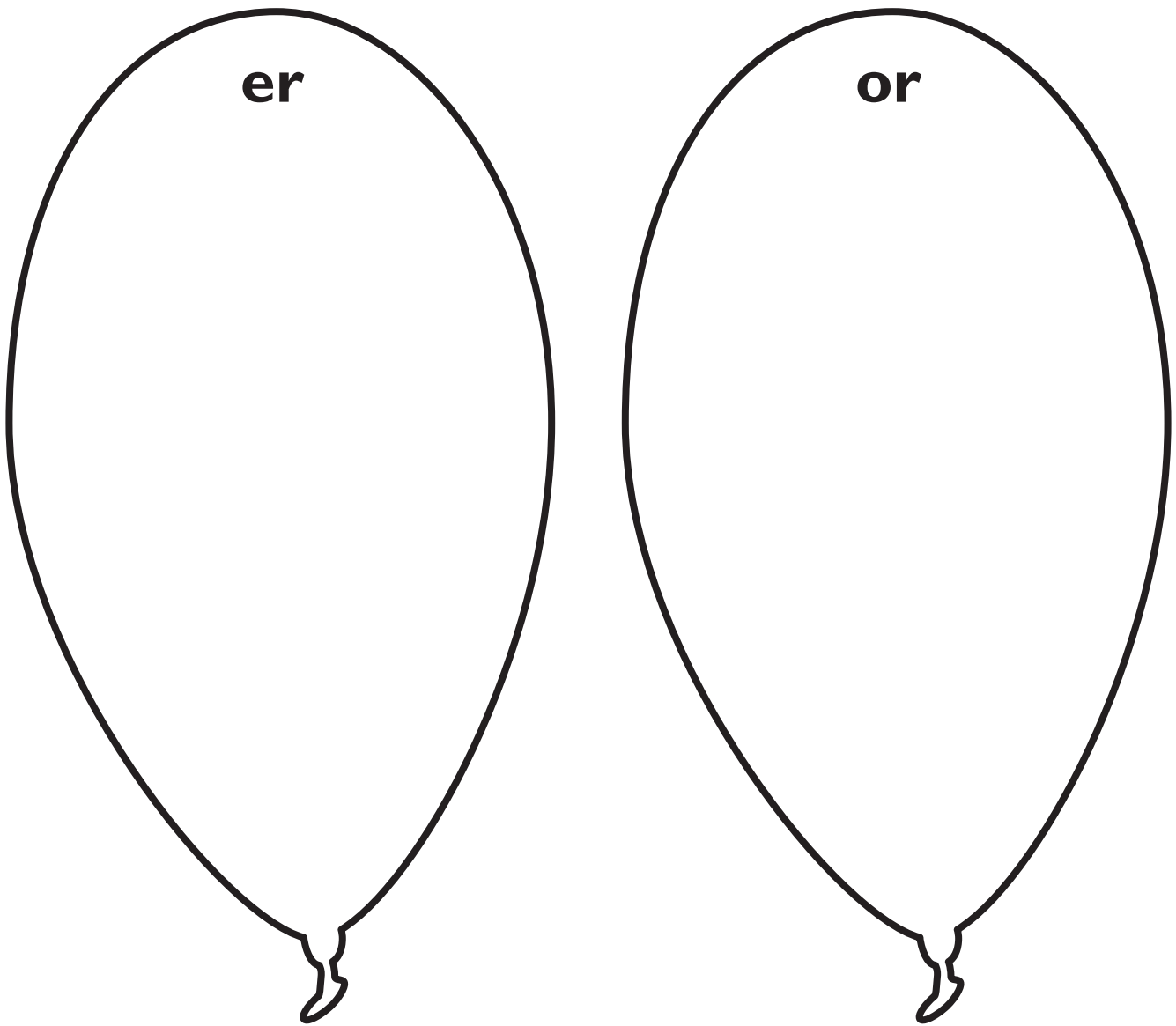


A cop got the robber and put him in jail.



It is never worth it to be bad.

Sort the words by how the /er/ sound is spelled



NOTES FOR PARENTS AND TEACHERS: Have the children read the short story on the previous page using spell-say or sound-say. Have them read again, this time underlining all the words that contain the /er/ sound (focus on the sound, not the letter group). Then have them circle words with the *or* spelling.

Have the children sort the words into the two balloons according to the letter groups that are used to form the /er/ sound in the words they found in the story (*er* and *or*). Compare the letter groups in the words. Where are they located in the words? Which letter group is used more often?

CREATING THE ATMOSPHERE

Look at and discuss photos and pictures relating to farming. Compare and contrast the role of the ox and tractor in farming. If possible, arrange a visit to a farm.

INTRODUCING THE BOOK

Look at the cover. Discuss how the cover page has a photo instead of a painting. Discuss the photo and what they can see. Ask the children to guess what the story might be about. Discuss what the author does and what the photographer does to create a book. Point out the author and photographer's names on the cover. Read the title and the back cover blurb to the children.

Go through the book, discussing illustrations and text.

p. 2: "What can you see on this page?" (Prompt for *ox*.) "The word says *ox*. The author is telling us this is an ox".

p. 3: "How many oxen can you see on this page? Yes, two. This word says *oxen*." Cover part of the word to display the root word, *ox*. "What two letters are added to make the word *oxen*?" (Prompt for *e-n*). "How do we usually show more than one?" (adding *-s*) Discuss if needed.

p. 4: "What is happening in this photo? Do you know the name of this machine?" If the children don't know the name, ask them where on the page you might find the name of the machine. "Yes, these two words say *plough*, this is a plough". Discuss the different spellings for the word.

p. 5: "There are two photos on this page. Look closely and tell me what can you see?" (Prompt for *cow dung* or *manure*.) "What is the difference?" (One is wet and one dry; dry is used for cooking.)

p. 6: "What's the name of this machine again? Yes,

it's a plough. This page tells us how a plough helps in farming." Ask children to find the words *turns* and *soil*.

p. 7: "What's happening in this photo?" Ask the children to read the text with you, "They toil in the sun." Point to the word *called*, cover the *ed* to display only the root word *call*. "What word is this?" Then cover the root word and ask the children to read the *ed*. Reveal the complete word and ask the children to read it.

pp. 8–9: "What's in this picture?" (*manure* or *cow dung*) Discuss the benefits of manure in soil.

pp. 10–11: Ask the children to scan the text and then explain what is happening in these two pages.

pp. 12–13: "What do you think the oxen are pulling in the cart? What two things do the farmers use to make a fire for cooking?" (Prompt for *wood* and *manure*). Ask the children to find where in the text it says that the farmers use wood and manure to burn for cooking.

pp. 14–15: "Where are they going?" "Which way are they turning?" Point to the text and ask the children to read. Have children find their right and left hand and turn to the right and then to the left.

pp. 16–17: Discuss the photos. "Do you think the oxen did a good job?". Point to the text and read with the children. "The farmers did a good job, too."

pp. 18–19: Ask the children to scan the text and find out what they will do now (Prompt for *nap*).

p. 20: "Do you think you would need to rest after toiling in the sun like the farmer?" Point out the exclamation mark at the end of the sentence. Ask the children to read the sentence with expression.

QUICK REVIEW OF WORDS

It is best if the children have completed all the activities in the book up to this point.

Quickly review the word families on page 2. Review adding *en* to *ox* to make *oxen*. Discuss how

adding *en* changes the word *ox* from one to many. Review the different spellings of *plough* (*plow*). Review the simple adding of *-ed*, for example, *called*, *messed* and *yelled*. Look at the word *farmers* and help the children to find the words *farmer* and *farm* in it.

READING THE BOOK

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

Synthetic Phonics

First read each page and then have the children repeat, using the sounds of the letters or letter groups being taught, reading as follows: “/t-oi-l/ Toil in the /s-uh-n/ sun.” The children should then repeat the same way. Only sound-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be sound-said. After reading a page with sound-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Inductive Whole-word Phonics

First read each page and then have the children repeat, using the letter names (not the sounds of the letters) being taught, reading as follows: “t-o-i-l Toil in the s-u-n sun.” The children should then repeat in the same way. Only spell-say the phonetic words whose sounds have been taught, not other high frequency words, such as *said*. Phonetically learned words with which a particular child is completely familiar (which should be many of them at this point) do not need to be spell-said. After reading a page with spell-say, read it normally, and have the child repeat. Children who are struggling can point to each word. Ask the child at various places in the story to predict what he or she thinks might happen next. Then you can ask if their prediction was correct or what actually happened. Some children may need more help than others.

Guided Reading

The children read every one or two pages at a time to themselves. If the child reads correctly, give specific praise, such as, “You figured out *plough*. How did you know what that word was?” Check that the children read without pointing. Ask the child at various points in the story to predict what he or she thinks might happen next. If a child stumbles over a word or reads it incorrectly, give help through referring to the word’s letter names, phonemes (letter sounds), the pictures, or to what has already happened in the story or on the page. You can also refer to the list of word families in this book to help the child figure out a word.

AFTER READING THE BOOK, RETURNING TO THE TEXT

Word review exercise

Find the words *they* and *are* in the text on page 7. Explain that the author has used these words because she is writing about more than one thing. Ask the children how they would say the sentence if they were talking about one ox.

How does the character feel exercise

Show page 7 and think aloud about how you decide how the oxen feel. Say, “How do the oxen feel?” And then answer the question out loud by referring to the words and/or the pictures, or to how the story is progressing. For example, you

could say, “Maybe they feel tired. It says in the text that they are working hard in the sun pulling the plough and later on in the book they take a nap. They may also be feeling peaceful, because oxen are strong animals and enjoy working hard. When I look at the photos I can see they are working on a farm that looks quiet and calming.”

Have each child pick a page and describe (to the adult or to a partner) what one of the characters is feeling and how that decision was reached (using specific examples from the words, pictures, or story flow). Encourage children to use words other than *happy* and *sad*.

Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Ask children to say what word is most important on page 7 (toil) and to discuss why (because the author is teaching us what this word means). Find other keystone words on other pages in the book.

Thought pictures exercise

Show the children the text on page 7. You can also write the text on the board or a piece of paper. Explain to the children that on this page they are talking about the oxen. Explain to the children how you make pictures in your mind when you read, like having a video in your mind. Ask the children to pretend there is no picture in the book, make a thought picture from that sentence and share it with a partner.

Finding answers exercise

Model for the children how to find an answer by looking in the text. Take the question, “What is a plough?” and then both show and explain how you use the book to get the answer from both the picture and the text. For example, you could say, “On page 4 there is a picture of a plough and on page 6 it says a plough turns and puts air in the soil.”

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 children answer all questions. For the inferential questions, there is no “right” answer, and what is most important is for children to explain their process and reasoning based on the book.

Fact questions

- ♦ What is hard work called? (toil)
- ♦ What do the farmers do with the seeds? (put them in the soil)
- ♦ What do the oxen pull on the cart? (wood)
- ♦ How do the oxen know which way to turn? (the farmer pulls on a cord and tells them)
- ♦ What do the farmers burn to cook? (wood and manure)

Inferential questions

- ♦ Do the farmers in the book like their oxen?
- ♦ Why did the farmer nap on the ox instead of in a bed?

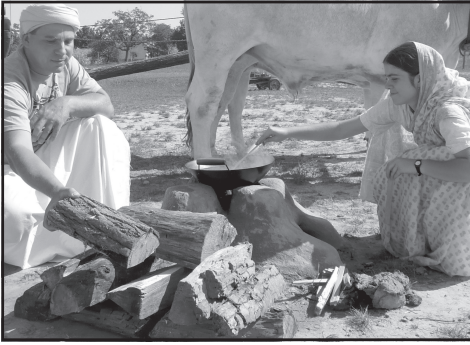
Each child should now read the book out loud with fluency and expression. If needed, model this first.

FURTHER ACTIVITIES

Write a very simple set of numbered instructions on how to plant seeds and grow a plant, using illustrations if possible. Tomato seeds work nicely and you can have the children collect the seeds from a ripe tomato so that they can see the full cycle from tomato to plant to tomato. Display the instructions clearly for the children. Read through the set of instructions together. Ensure that all items needed are easily accessible for the children. Encourage and assist the children to read and follow the instructions to plant the seeds as independently as possible.

You may also find photos of various breeds of cows and put them on a world map to show where they are used.

Is it in the story book?



The farmers burn the wood to cook.

☐ Yes ☐ No



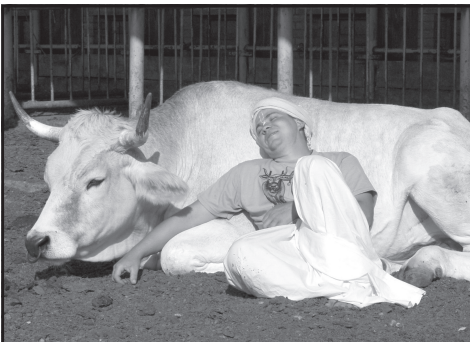
The oxen did not do a good job.

☐ Yes ☐ No



It is hard for the shark to toil in the sun.

☐ Yes ☐ No



The farmer works too.

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: Children should mark the box next to the word that completes the sentence which describes the picture. Correct answers are ones that match the story book. Ideally, children should complete this without referring back to the book, and then they can look in the book to check their answers, or the answers of a partner.

Unscramble the sentences



sun toil they the in



toil work is called hard



nap now they will



oxen turn the to the right

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

Circle or write the correct word based on the story book



They are _____ hard.
working work tooth



The _____ put seeds in
the soil.
poach farm farmers



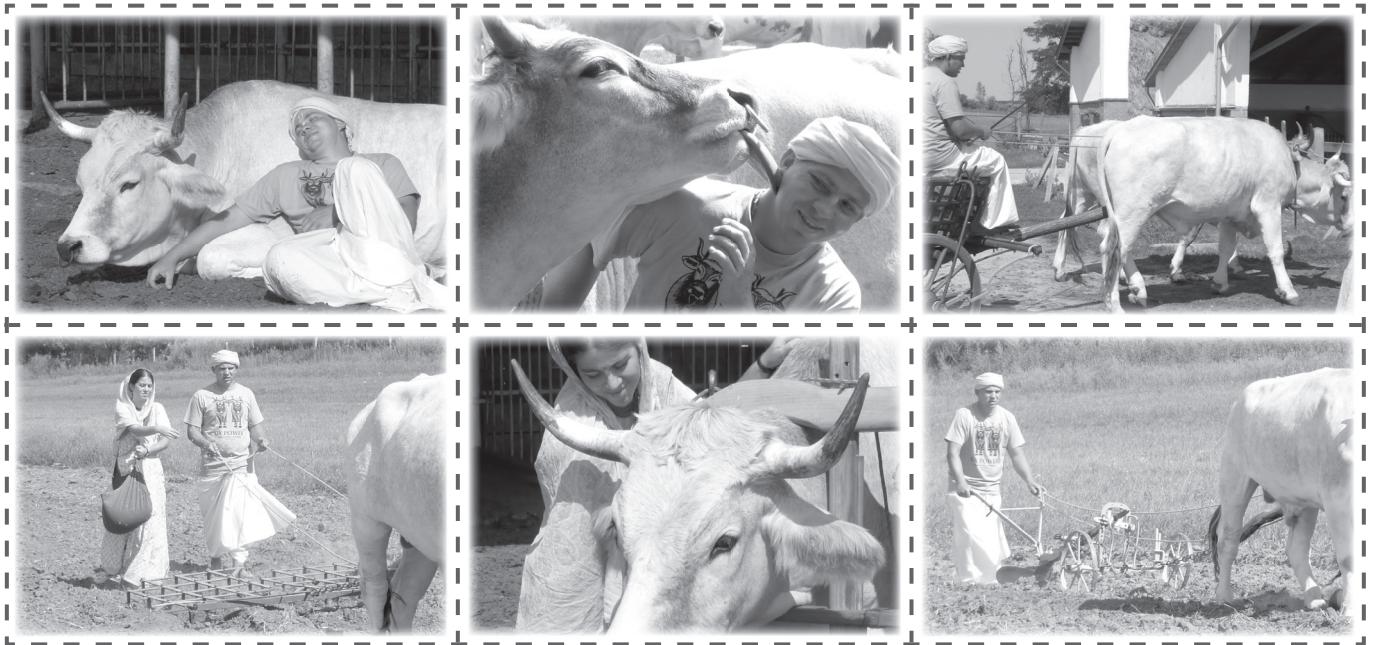
The _____ pull wood on
the cart, too.
worm ox oxen



The _____ pulls the
oxen's cord.
farmers farmer booth

NOTES FOR PARENTS AND TEACHERS: The children should read the sentence, using sound-say or spell-say as needed. Then they should read the three words and decide which goes in the blank. They should then circle the word or write it in the blank space. It is good if they orally spell and say the word they have written.

Put the story in order



A plough turns the soil.

The ox licks the farmer.

The oxen go to the shed.

The farmers put seeds in the soil.

The farmer pats the ox.

They will nap now.

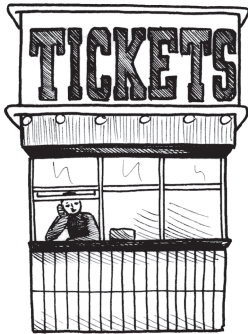
NOTES FOR PARENTS AND TEACHERS: Photocopy and cut out the sentences as well as the corresponding pictures. First have the children match sentences with pictures, and then have them put both the sentences and pictures in the same order in which they appear in the story, *Toil in the Sun*. First have the children try to do this without referring to the book, and then have them look at the book to check and, if necessary, correct their answers.

Circle the correct word to complete the sentence



How much is all this
silver _____?

work worth worm



They are selling tickets in
the _____.

tooth booth shook



Did you ever see such a
hard working _____?

worth poach farmer



Mum fans the wood so it
will burn _____.

hotter farmer worker

NOTES FOR PARENTS AND TEACHERS: Ask children to read the first sentence and look at the picture. Then have them read the three words under the sentence and ask which one makes sense. Have them circle the right word or write it in the blank space. If possible, children should complete the rest of the page independently.

shear work shook poach
words farmer worms

Mum hit and _____ the dirt off the mat.

I see _____ in the book.

After it rains I pick up long _____ from the yard.

The _____ and ox toil in the sun.

It is not good to _____.

Dad has his hat and his bag. He puts a pen in his pocket. He is off to _____.

The farmers _____ wool off the sheep for my jacket.

NOTES FOR PARENTS AND TEACHERS: Ask children to read the words in the top box, using sound-say or spell-say if needed. You can also refer to the word families on page 2. Then have the children read through the sentences, one at a time. After each sentence, ask them to suggest what word goes in the blank. They may have to try a few to see which ones make sense. Once a child has identified the correct word, he or she should write that word in the blank.