

YOU TOOK MY TOWEL

Activity Book and Teaching Guide

By Urmila Devi-Dasi • 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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New sounds and letter groups: oi, ear, air, ow

Note that *bow* and *sow* can each have two different pronunciations, with two different meanings. Here they mean “bow down” and “sow, a female pig” and both rhyme with *now*. In phase 5, week 9, the alternate sound of *o-w* as /*oa*/ is introduced, and then *bow* as a “hair ribbon” and *sow* meaning “to plant crops,” will be taught. Do not introduce those alternatives now. Similarly, *tear* here means what happens when we weep and rhymes with *hear*; *tear* meaning “to break” and rhyming with *hair* is in 6.2. Discuss the meaning of any possibly unfamiliar words in the word families. It is suggested that you use either Synthetic Phonics *or* Inductive Whole-word Phonics.

Synthetic Phonics

Hearing and saying: Act out the sound while making it. Children repeat. Pick names of people or objects with that sound and say while exaggerating and drawing out the sounds. You can also say a list of words that have that vowel sound and ask the children to identify what sound those words have in common. You can also use techniques such as “When the cow tripped and fell down on the ground, she said ‘*ow*!’” “*Oy*! If the oil boils over it might soil my clothes!”

Seeing and saying: Write the new letter groups on paper or on a board. Say and have the children repeat the sounds of each letter group. Ask the

children to find the corresponding letter groups from a group of magnetic letters, saying the sounds each time. It is important to note that *while each of the individual letters have already been taught with their own sounds, when these letters are combined in this way, they make a new sound*. You can demonstrate this by bringing in butter and sugar. Have the children taste each separately, and then mix them together and have the children taste. You can note that the taste is different when they are mixed than when they are separate.

Saying and writing: Children say the new sounds while “writing” the letter combinations with their finger in the air, on a friend’s back, in sand or water. They can also write the letters large with crayons, paint with a large brush, or finger paint. Then, go through the word families on page 2, using sound-say (/k-oi-n/ *coin*) and repeat.

Inductive Whole-word Phonics

Write the two and three letter combinations and explain to the children that these letters make a different sound when they are together than when we read them by themselves.

Go through the word families on pages 2 using spell-say (*c-o-i-n*, *coin*) and repeat. Then go through each family again just reading, and have the children repeat.

Word families

owl
howl
towel

now
cow
bow
sow
pow!
how

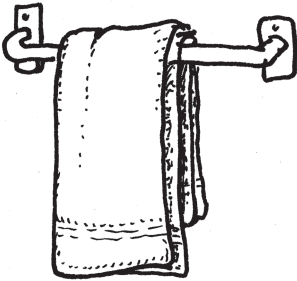
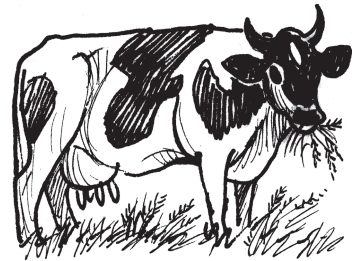
down
town
gown

oil
boil
coil
soil
toil
tin foil
coin
join
toilet

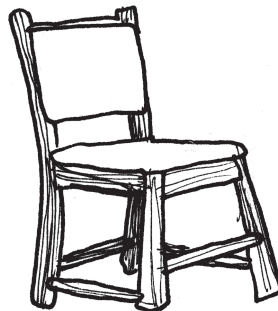
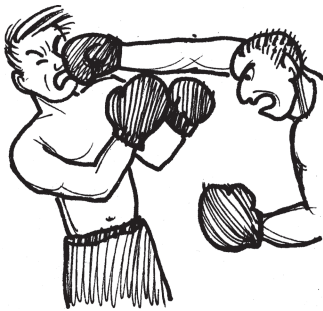
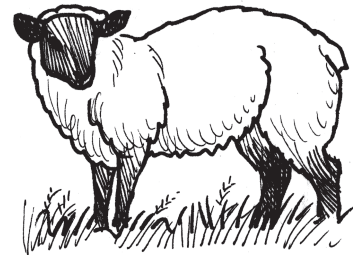
ear
dear
fear
gear
hear
near
tear
year
rear
beard

air
pair
fair
hair
lair
airport

Circle the pictures that contain the /ow/ sound

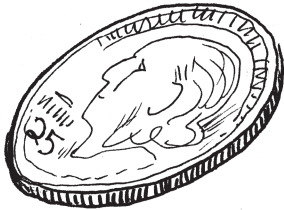


OW

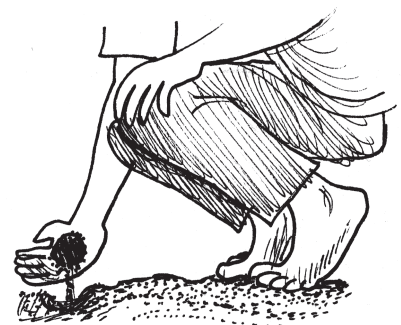
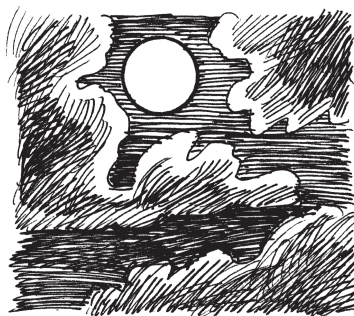
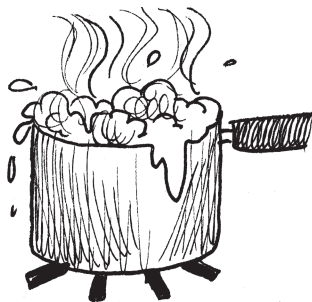
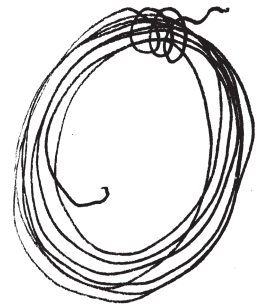


NOTES FOR PARENTS AND TEACHERS: Match the middle sound. Say words that have the /ow/ sound and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound. They should then draw a circle around the illustrations of words that contain the /ow/ sound in the middle of the word.
(clockwise from top-left: girl, owl, cow, sheep, gown, chair, pow, towel)

Circle the pictures that contain the /oi/ sound



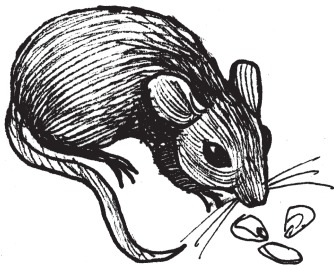
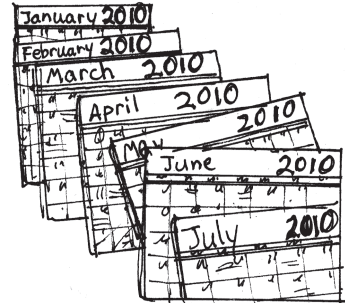
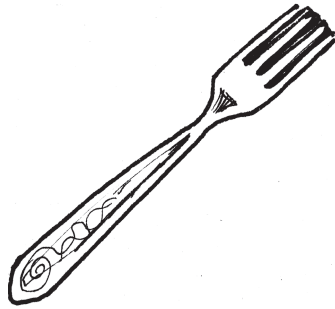
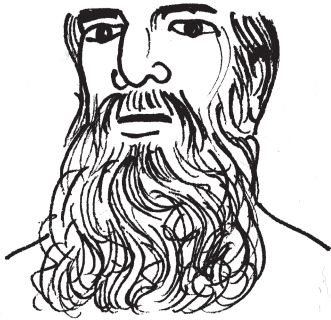
oi



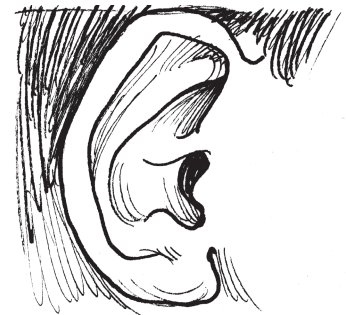
NOTES FOR PARENTS AND TEACHERS: Match the middle sound. Say words that have the /oi/ sound and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound. They should then draw a circle around the illustrations of words that contain the /oi/ sound in the middle of the word.

(clockwise from top-left: coin, food, poison, coil, soil, moon, boil, noise)

Circle the pictures that contain the /ear/ sound

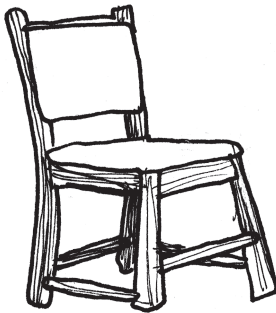
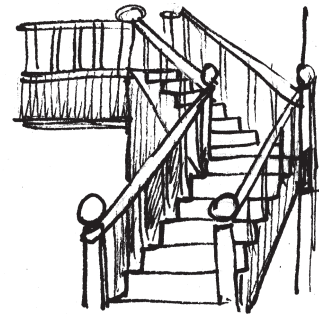


ear

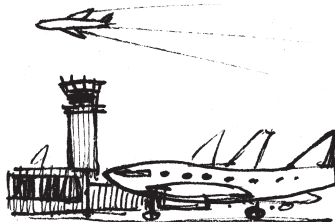


NOTES FOR PARENTS AND TEACHERS: Match the middle sound. Say words that have the /ear/ sound and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound. They should then draw a circle around the illustrations of words that contain the /ear/ sound in the middle of the word.
(clockwise from top-left: beard, fork, years, ear, queen, hear, tears, mouse)

Circle the pictures that contain the /air/ sound



air



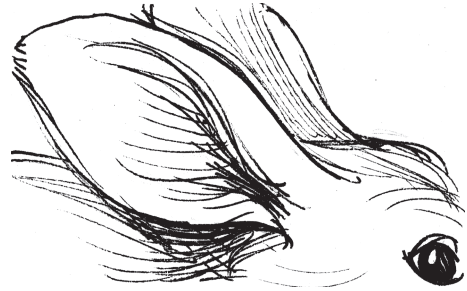
NOTES FOR PARENTS AND TEACHERS: Match the middle sound. Say words that have the /air/ sound and ask the children to identify what sound those words have in common. Then have the children say what each illustration is on this page and have them exaggerate the vowel sound. They should then draw a circle around the illustrations of words that contain the /air/ sound in the middle of the word.
(clockwise from top-left: tree, hair, stairs, shoe, book, airport, ear, chair)

Match words to pictures

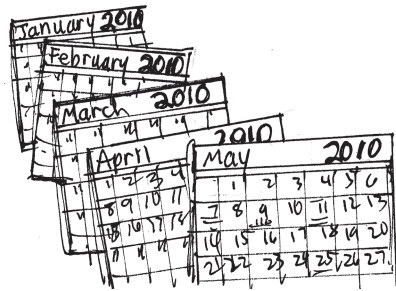
ear



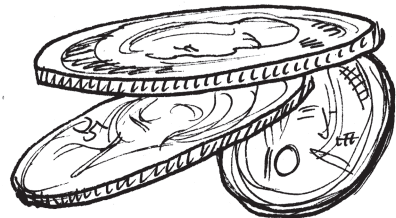
coin



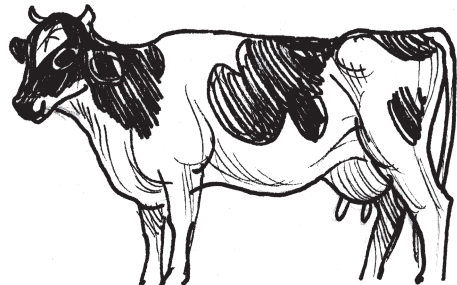
hair



cow



year

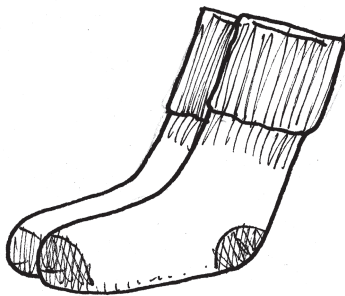


NOTES FOR PARENTS AND TEACHERS: Have the children read the words using spell-say or sound-say. Then have them name the pictures and draw lines that match the words to the pictures. Help as needed.

Write the missing letter group

air

ear



p _____ r



f _____ r



h _____ r



t _____ rs



h _____ r



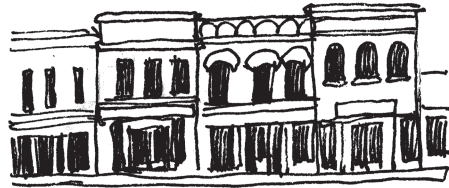
NOTES FOR PARENTS AND TEACHERS: Children should describe the picture and then choose *air* or *ear* and write the correct letter group in the space. Help as needed. You can extend this by taking the word families on page 2 and writing words on cards with the new letters missing. Write those letters on different cards and have the children match and read the words. Some children may also be able to create oral sentences with the words they “make.”

Match words to pictures

join



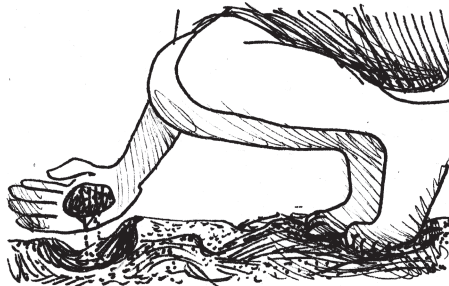
pair



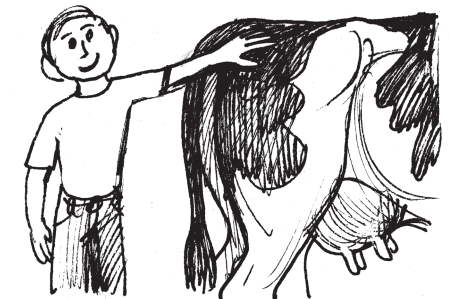
soil



rear



town



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

I fix Krishna's h__.

☐ air

☐ ear



The fan puts cool __ on me.

☐ air

☐ ear



I can h__ you singing.

☐ air

☐ ear



This cow is d__ to me.

☐ air

☐ ear



I got Krishna a p__ of rings.

☐ air

☐ ear



NOTES FOR PARENTS AND TEACHERS: Have the children read the sentences using sound-say or spell-say. For each sentence, ask them to decide what the missing word is from the sentence. Then ask if we should use *air* or *ear* to make the word. You can help the children by writing other words from the same family on the board, or by having them look at the word families on page 2 of this book. The children should mark the correct letter group for each sentence. They can then find the corresponding picture and match.

Put the __l in the pot.

☐ ow

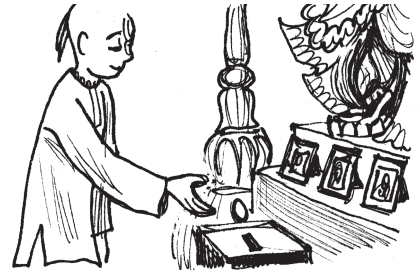
☐ oi



We all go into t__n.

☐ ow

☐ oi



Let's sit d__n on the mats.

☐ ow

☐ oi



He puts tinf__l on top.

☐ ow

☐ oi



I put a c__n in the box.

☐ ow

☐ oi



NOTES FOR PARENTS AND TEACHERS: Have the children read the sentences using sound-say or spell-say. For each sentence, ask them to decide what the missing word is from the sentence. Then ask if we should use *ow* or *oi* to make the word. You can help the children by writing other words from the same family on the board, or by having them look at the word families on page 2 of this book. The children should mark the correct letter group for each sentence. They can then find the corresponding picture and match.

Write the missing words using the picture clues



We all go to the market in _____.

Will you get that _____ down?

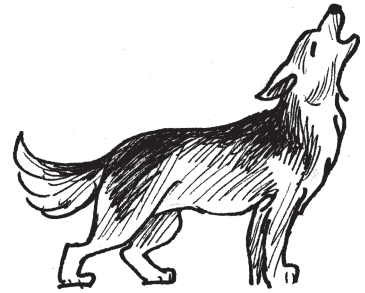
How do I join the parts of the _____?

The man had long hair and a big _____.

For _____, Chakra sailed on a ship.

NOTES FOR PARENTS AND TEACHERS: Have the children read the sentences using spell-say or sound-say as needed. Ask them which picture would go in the blank. Then ask them to orally spell the missing word, thinking of the sounds. If needed, they can look back at the word families on page 2. They should then write the missing word in the blank space.

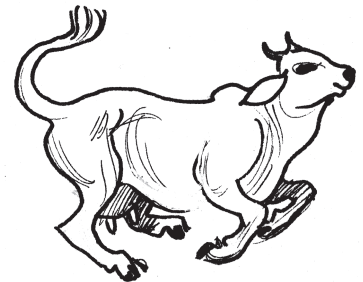
The cow's tail is up high.



I hear the dog howl.



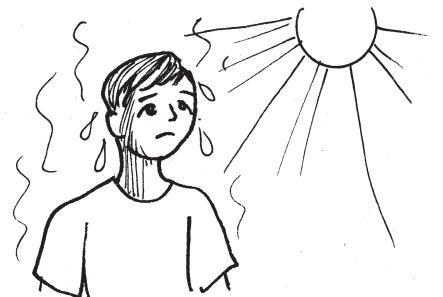
The air feels hot!



We sail to a big town.



He put his gear in a bag.



NOTES FOR PARENTS AND TEACHERS: Have the children read each sentence using spell-say or sound-say when needed. Then have them describe the pictures and draw lines that match sentences to pictures.

Match sentences to pictures

A sick cow is in the barn.



The owl sits in a bush.



I paid for a dish with a coin.



We put seeds in the soil.



A fox is in his lair.



NOTES FOR PARENTS AND TEACHERS: The 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.

Write the correct words to complete the sentences

down near oil how hear hair now

Mum puts my _____ into a bun.

I bow _____ to Krishna at the temple.

I sit _____ my dad at the temple.

“_____ do I get my coat off the high
peg?” I asked.

“Will we go to the _____ soon?” I asked.

“We will go right _____,” said Mum.

We cook the carrots in hot _____.

Too much wax is in my ear. I cannot _____.

NOTES FOR PARENTS AND TEACHERS: Ask the 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 one makes sense. Once a child has identified the correct word, he or she should write that word in the blank.

CREATING THE ATMOSPHERE

Ask the children to share their experiences of fighting over their things with brothers, sisters, other relatives, or friends. Ask them to describe how these fights start and how they get solved. You could make a list of each and then ask the children to evaluate which are best in various circumstances. Discuss how everything belongs to Krishna and how Krishna gives everyone his or her quota. Ask the children how we know what is our quota and what is not. Talk about how we can see that everything we have is the *prasadam*, or mercy of the Lord, given to us to use in His service.

INTRODUCING THE BOOK

Look at the cover. “Who do you think this story is about? Who are the people?” Most children will recognize Ravi and Vikram from the other books about this family. Explain that this book is about the same family that lives in Govardhana that we have read about before. “What are they doing? Yes, it looks like they are fighting over a towel.” Ask children to read the title. Explain that this book is fiction, which means that it describes something that didn’t actually happen. Explain that what is described in the story could happen, and that things like this story happen all the time. Go through the book, discussing illustrations and text.

pp. 2–3: Ask the children to find the names of the boys in the text. “What words do we see here two times?” (*my towel*) “What do you think the children are saying?”

pp. 4–5: Ask the children to find the names of the boys in the text. “What words do we see here two times?” (*my soap*) “What do you think the children are saying?” Compare these pages with pages 2–3 and ask the children which one word has changed (*towel* to *soap*).

pp. 6–7: Ask the children to find the names of the boys in the text. “Can anyone say what is different

here from the other pages?” (Vikram is in the top line and Ravi is in the bottom.) “What are they fighting over now?” Ask them to find the words in the text (pair of socks).

pp. 8–9: “What are they fighting over here? Can you find it in the picture and in the text?” (coin)

pp. 10–11: “What are they fighting over here? Can you find it in the picture and in the text?” (fork) “Can anyone list all the things they have been fighting over? What do you think might happen next?”

pp. 12–13: Point out *I hear you* and ask who is saying that (Dad). “What did Dad hear?” (fighting) See if children can find *fighting* and *fight* in the text. “Do you think the boys want to settle their problem? What do you think Dad is going to do?”

pp. 14–15: Ask the children if they can find the names of all the items the boys were fighting over in the text (towel, soap, pair of socks, coin, fork). “What did Dad ask them to do?” Point out *Put them down near Krishna* and ask the children to read that line using sound-say or spell-say as needed. “Why do you think Dad is asking them to do this? How will this help? What might happen next?”

pp. 16–17: “What is Dad doing here?” Point out *That is fair* and ask the children what would be most fair. Point out *This is Krishna’s towel*. “Why do you think Dad is saying it’s Krishna’s towel instead of saying it’s Ravi’s or Vikram’s? What does he mean? What does he not mean?”

pp. 18–19: “What are they doing here?” Point out *for you*. Ask the children if they can find the names of all the items the boys were fighting over in the text (towel, soap, pair of socks, coin). Ask if anyone knows what is missing (fork) and what might happen next.

p. 20: “What is Dad saying here? Why do you think he said that? What had happened?”

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 *ing* to *fight* to make *fighting*. Review *Krishna*, *Ravi*, and *Vikram*.

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: “You /t-u-k/ took my /t-ow-uh-l/ towel.” 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: “You t-o-o-k took my t-o-w-e-l towel.” The children should then repeat 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

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 *pair*. How did you know what that word was?” Check that 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, 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

Discuss how *fight+ing* becoming *fighting*. Ask the children to suggest oral sentences with *fight* and *fighting*. Look at pages 2–11 and point out that *my* is twice on each page, once in bold and once not in bold. Have children suggest the reason and read one of the pages with expression.

How does the character feel exercise

Show pages 10–11 and think aloud about how you decide how the characters feel. Say, “How

does Vikram feel?” 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, “I think Vikram is sad and angry because Ravi has taken some of his other things already and Ravi is bigger. In the picture it looks like Vikram might be about to cry.”

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). You might want to remind children of the list of feelings from the activity book for Sita Sat at the Temple.

Keystone words exercise

Remind the children that in different books, or on different pages in a book, certain words are very important. Ask the children to say which word is most important on page 10 (*fork* or *my*) and to discuss why (*Fork* could be since it shows what item the boys are fighting over, or *my* could be since each one thinks it's his.)

Thought pictures exercise

Show the children the text on page 13 (*This fighting will hurt you. How will you see Krishna if you fight?*) You can also write the text on the board or on a piece of paper. 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 does Dad mean when he asks how the boys can see Krishna if they fight?" and then both show and explain how you use the book to get the answer from both the picture and text. For example, you could say, "I see on the next page that Dad asks them to put everything down near Krishna. On the page after that, he says that all the things belong to Krishna. So I think he means that if we use Krishna's things in ways Krishna isn't happy with, that Krishna will not let us see His real form."

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 the children to explain their process and reasoning based on the book.

Fact questions

- ♦ How many items did the boys fight about? (5, unless the pair of socks is counted as 2, in which case it's 6)
- ♦ List the items (towel, soap, pair of socks, coin, fork)
- ♦ Who settled the fight? (Dad)
- ♦ Who did Dad say everything belonged to? (Krishna)

Inferential questions

- ♦ Why did the boys' feelings and mood start to change when they put the things down near Krishna?
- ♦ Does this story mean the boys will never fight again?
- ♦ Were the boys arguing in soft or loud voices?
- ♦ Was Dad angry at the boys?

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

FURTHER ACTIVITIES

Have three people each take the roles of Ravi, Vikrama, and Dad and read each part in turn like a play. You might want to put the text in the form of a drama to facilitate this. Have each person play each role. In a large class, you can do this in groups of three. You can also get each of the items (towel, coin, etc.) so that the children can act the parts as well, not just read the part with the various items.

Ask children to write their own stories about people fighting in a family and how it gets solved. This can be done in groups. The children can create a comic type story with just pictures, or they can dictate text to an adult. Some children might want to write their own drama.

Is it in the story book?



Ravi put the socks and coin near Krishna.

☐ Yes ☐ No



Ravi took Vikram's coin.

☐ Yes ☐ No



Vikram gets to keep Krishna's towel right now.

☐ Yes ☐ No



"I hear you fighting," said Ravi.

☐ Yes ☐ No

NOTES FOR PARENTS AND TEACHERS: The children should mark the box next to the word that completes the sentence which accurately describes what happens in the book. The pictures can be used for clues. If children struggle, they can refer back to the book while doing this activity. All children can refer to the book to check their answers.

Circle the correct word based on the story book



A man is born with no ____.
part howl towel



Get the pair of ____.
year socks join



You took my ____!
fork town hair



I ____ you fighting.
how hair hear

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 that goes in the blank. It is good if they orally spell and say the word also.

Unscramble the sentences



my is towel this



took you fork my



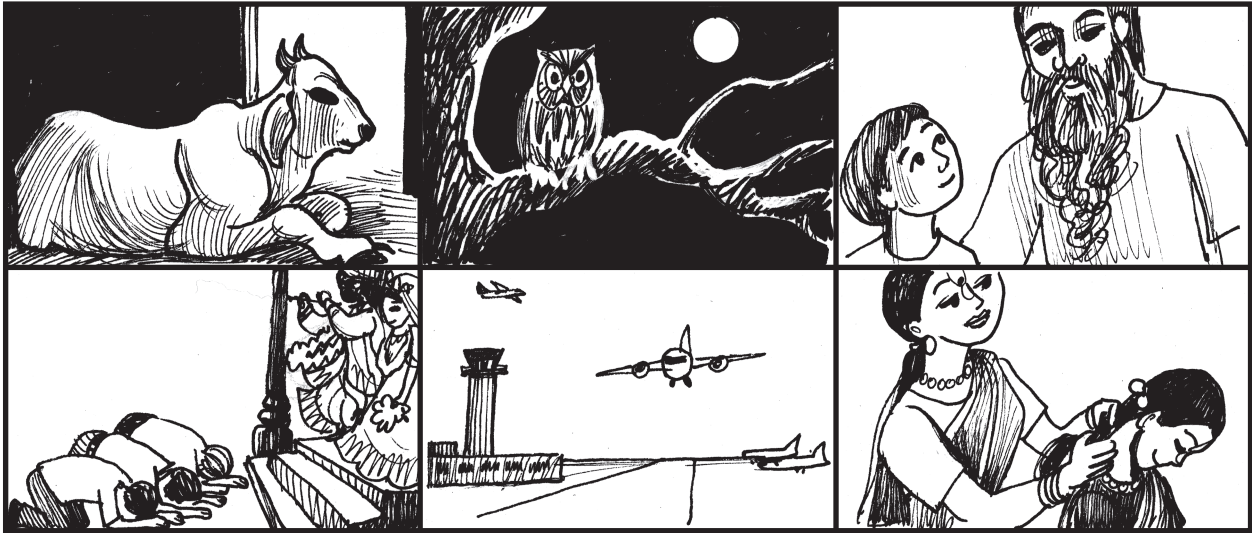
will you how see Krishna



them down now put

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. The children then unscramble these sentences on this page to make sense, adding capitalization and punctuation. The children who struggle with this after repeated modeling can refer back to the reading book.

Match subjects to predicates



My dear cow

The big owl

His dad

All of us

The big jet

My mum

will go to the airport.

has a long beard.

fixes my hair.

sits down in the barn.

can see in a dark night.

bow down to Krishna.

NOTES FOR PARENTS AND TEACHERS: Model matching subjects and predicates. Write some examples (see list below) on the board, with the subjects on one side and the predicates on the other side in a different order than the subjects, and ask the children to match.

Show the children this page. Tell them that there is a sentence that goes with each picture but the endings are out of order. You can photocopy the page and have the children cut out and match picture, subject, and predicate. Alternately they can draw a line from subject to the corresponding predicate, as is done for the first sentence. Help children using sound-say or spell-say if necessary. This activity can be tricky because some subjects can match more than one predicate. Discuss finding the best matches for all the subjects and using the pictures for clues.

Samples: The goats/ are in the farmyard. At night it/ gets dark. I/ fell into the mud. My mum/ has a long gown. Nell/ sits on a mat. The lid/ fell off the pot. The liquid/ boils in the pot. My cup/ is full. We/ sing a song. A bull/ pulls a cart.

Mark the sentence that matches the picture



- ☐ A dog howls in the night.
- ☐ A cow is in the farmyard.



- ☐ “Do not fear,” said Krishna.
- ☐ Krishna fixes Radha’s hair.



- ☐ I paid for oil with coins.
- ☐ I got soil on my boots.



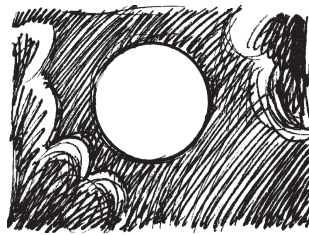
- ☐ Mum puts on a long gown.
- ☐ Mum sits near me now.

NOTES FOR PARENTS AND TEACHERS: Children should mark the box next to the sentence which describes the picture.

Circle the word that rhymes with the word on the left



soil



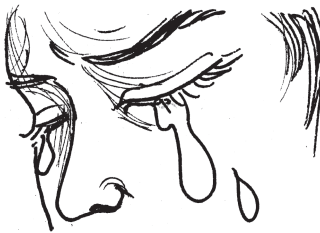
moon



boil



coin



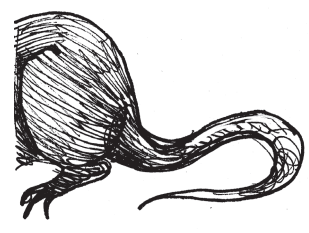
tear



fear



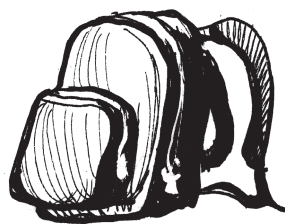
feet



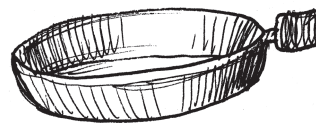
tail



pair



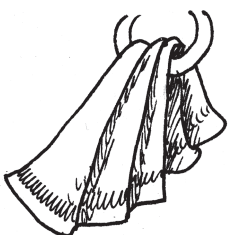
pack



pan



hair



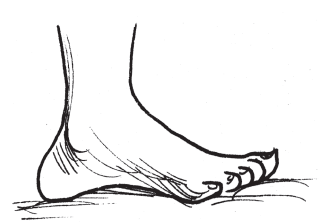
towel



tail



owl



foot

NOTES FOR PARENTS AND TEACHERS: Ask the children to suggest words that rhyme with various simple words. Ask them to make up rhyming phrases, such as “There’s a bee on my knee.” Then read the word in the left box and have the children repeat. First spell-say or sound-say. Ask the children to read the rest of the words in that row, find the one that rhymes with the word in the left column, and circle it. You might need to first spell and say each word and have the children repeat.