



# SUNSHINE CLASSICS

## Teaching Notes Level 13

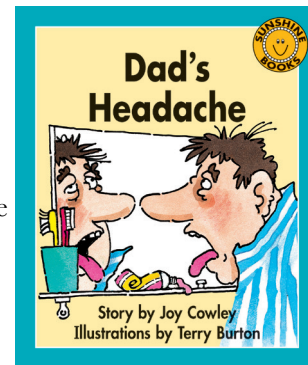
### Dad's Headache

#### The Story

When Dad gets a headache, the children try lots of ways to make him feel better.

#### High-frequency Words

better, funny, let, make, our, that, there, some, stop, told



#### Reading the Text

- Look at the cover and title page illustrations. Ask: Why is this character poking out his tongue? Do the pictures help us work out what is wrong? Can you use these ideas to help read the title? What would you do to help make Dad's headache better?
- Talk through the illustrations. Have students predict how Dad might be feeling by the end. Confirm with students that the children in the story are trying to make Dad's headache better.
- Read pages 2–4 with students. Study words that are difficult and then reread the phrase or sentence in which they appear. For example, on page 2, have students look at the beginning letter P in *Poor*. Ask: What would make sense here? The next word is *Dad*? What is a word that starts with P that would describe Dad?
- Listen to the story together.
- Students read the story with a reading partner. For help, they can tap on the text to hear it read. They talk about the story and jot down ideas by drawing and writing on a shared sheet. Have them practise the strategy of reading and talking and reading some more. Students show how they read and talk. They share their sheets, talk about the things they have recorded and read to illustrate the points they are making. Students talk out loud about the words and chunks of language they are working out.

#### Returning to the Text

- Say the word *make* slowly. Ask: What letters do you expect to see in the word? Students name the letters as the sounds in the word are stretched. Write the letters they suggest. Have them find *make* in the text and read it in context (page 4 onwards). Ask them what they notice about the word. They make comparisons with their spellings and suggest other words that rhyme with *make* and notice that they feature a silent e. (take, cake, bake)
- Focus on the long /ee/ in *feel*. (page 2) Students listen to the sound. They add other words to an illustrated word bank. (eel, wheel, heel, keel, kneel, peel)
- Focus on the capital D in the title. Students locate *Dad* in the text. They notice the use of the capital letter and give the reason. They find other examples of capitalisation and discuss the purpose.
- In a group sharing session ask students to talk about the good ways they found of noticing and learning new words as they read.

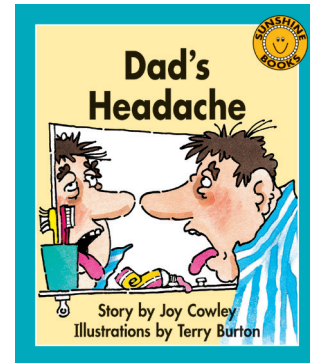
#### Writing

- Students select a part of the story. They give reasons for their selection. They write a sentence about the part they have selected and illustrate their sentences for a class display. Ask them to think about the story before they write. Use the sentences and illustrations for inviting further responses to the story.
- Write and illustrate a class story together about making a sick person feel better.
- Read the funny story on page 8. Ask: What other funny stories do you think the children might have told Dad? Students share their favourite funny jokes, cartoons, comic strips, stories and poems. Print these for students to illustrate and include in a class book.



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### Writing

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### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match high-frequency words

Thinking: Answer five comprehension questions

1. Why did the children play music and dance?  
A. to make Dad feel better ✓  
B. to make Dad feel worse  
C. to have fun
2. Why did Dad tell the children to read books?  
A. to learn about headaches  
B. to make him laugh  
C. so they wouldn't make any noise ✓
3. What is good for headaches?  
A. music  
B. quiet ✓  
C. dance
4. What did the children do first when Dad said he felt terrible?  
A. They played.  
B. They made him some breakfast. ✓  
C. They read books.
5. Which words show that Dad was OK?  
A. That's better.  
B. Stop that noise! ✓  
C. I feel terrible.

Record: They can read the story by themselves and save it for you to listen to.



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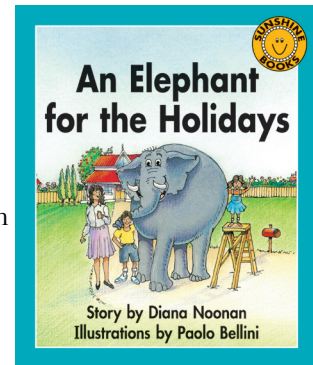
### An Elephant for the Holidays

#### The Story

Harold the elephant has come to spend the holidays with two children and their mother.

#### High-frequency Words

every, from, full, inside, outside, small, too, took, wanted, wants



#### Reading the Text

- Look at the cover. Ask: What animal is this book about? What do you think the title is? What would you do if you had to mind an elephant for the holidays?
- Look at the illustration on pages 2-3. Ask: What is the elephant's name? Where do elephants usually live? Find the word that tells us where this elephant came from.
- Talk through the illustrations. On pages 4-5, have students discuss what is happening. Ask: Where are they? What time of day is it? Why are they in the garage and not in the house?
- Listen to the story together. Explain to students that while they listen to the story they can create "mind pictures" of it. Closing their eyes can help them to respond to the words imaginatively.
- Work with the students to make several close readings of the text. Have them tell you what they have noticed about the way the author has built the story. Focus on the purpose of each page and make a "Story Structure Chart" to record their findings. Ask: What can you tell about the way the author builds tension to create the climax of the story? Add their statements to the structure chart and display for others to share.
- Students read the text independently. For help, they can tap the text to hear it read.

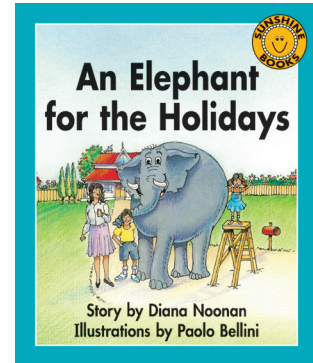
#### Returning to the Text

- On page 8 circle *took* with the pen tool and focus on the -ook word family. Have students suggest other words ending with the same word family. List these.
- Go to page 10. Ask: What was wrong with the bath? Find the word *too*. Write *zoo* in a white text box on the page. Ask: What is the same about these words? Ask students for other words they could add to an /oo/ list.
- On pages 10-11, direct students' attention to the thought bubble. Ask: What is Mum thinking? Would the bath in your house be big enough for an elephant? How could they solve this problem? Why has the author used a thought bubble?
- Students reread the text independently or to each other.



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### Writing

- Help students to write some “Problem and Solution” sentences. Use the model on pages 4, 6 and 8. Substitute other animals and draw illustrations to support the sentences. Encourage students to experiment with words. They should also check spelling in a dictionary and write clearly.

### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Word family -ook

Thinking: Answer five comprehension questions

1. How did the family feel about an elephant for the holidays?  
A. scared  
B. sad  
C. excited ✓
2. What was the main problem with Harold coming for the holidays?  
A. He ate too many apples.  
B. He was too big to sleep inside.  
C. The bath was too small. ✓
3. How did the family solve the problem?  
A. They took him to the swimming pool.  
B. They got the fire brigade to wash him.  
C. They took him to the car wash. ✓
4. What did Harold think of the car wash?  
A. He liked it. ✓  
B. He was scared.  
C. He was sad.
5. Where did Harold sleep?  
garage

Record: They can read the story by themselves and save it for you to listen to.



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### Night Noises

#### The Story

A boy hears noises at night and his dog sneaks into his room.

#### High-frequency Words

come, every, night, out, outside, talk, them, together, what, will

#### Reading the Text

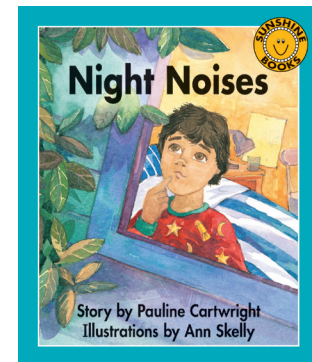
- Look at the cover and title page with students. Ask: What do you think the boy might be thinking and feeling? What noises might he have heard?
- Make a chart of noises in the night. Have students tell what noises they hear in the night and how they feel when they hear these noises.
- Talk through the illustrations. Have them predict the sound on each page. On page 12 ask: What do you think is there? How does the boy feel? What do you think the words in the illustrations are for? Explain onomatopoeia and how it shows sounds in words.
- Listen to the text and then ask students how the boy would feel when he discovered it was his dog making the noise. List their responses. Ask: What do you think the boy's parents would do if they knew Toby was in his room?
- Listen to the story together.
- Students read the story with a reading partner. For help, they can tap on the text to hear it read.

#### Returning to the Text

- Have students listen to the sounds they hear in the classroom and in the playground. Build up word lists to describe sounds. They make their own lists from what they heard in the classroom and playground. Use these to make into a class Noises Book or have students write them on individual cards to be boxed in a Noises Box, for use at writing time.
- Look at page 8 and use the pen tool to circle the word *snore*. Have students get their mouths ready to say /sn/ /ore/. Encourage them to suggest other words that begin like *snore*.
- Students work in small groups to develop a sound sequence to capture the effect of the noises.

#### Writing

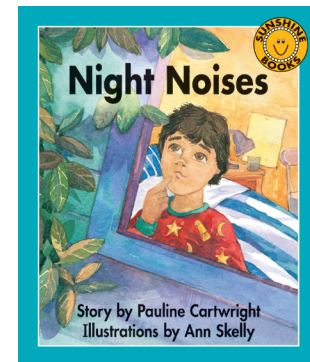
- Together write some night noises stories. Work with students as they write and draw their story in a three-page booklet. Encourage them to think of something other than a dog to comfort them. They can use thought bubbles to show what they want to write about.





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### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: The letter blend sn-

Thinking: Answer five comprehension questions

1. Who lived in the house with the boy?

A. His mother, his father, his grandad, his two cats and Toby ✓

B. His mother and father, his grandad

C. His mother, his sister, his two cats, his grandad and Toby

2. What noise did Mum and Dad make at night?

A. Snore, snore, snore.

B. Yowl, yowl, yowl.

C. Talk, talk, talk. ✓

3. What noise did Grandad make at night?

A. Snore, snore, snore. ✓

B. Yowl, yowl, yowl.

C. Talk, talk, talk.

4. How did the boy feel when he heard sniff, sniff, pitter-patter?

A. happy ✓

B. frightened

C. angry

5. Why did the boy let Toby sleep in his bed?

A. The dog was scared.

B. The boy was scared.

C. Mum and Dad might hear the dog. ✓

Record: They can read the story by themselves and save it for you to listen to.





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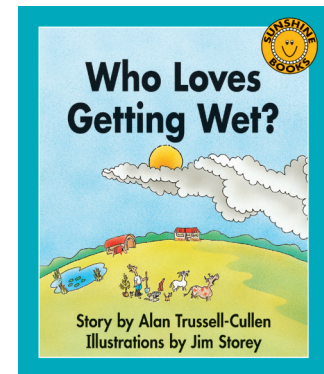
### Who Loves Getting Wet?

#### The Story

The farmer and the animals run for cover when it starts to rain.

#### High-frequency Words

came, could, going, great, knew, know, love, some, who, would



#### Reading the Text

- Have students tell what they know about weather. Ask: What do you do when it rains in great big drops? What are your experiences? How do you feel? How do you think others feel?
- Look at the cover and title page. Ask: What do you think will happen in the story? Listen to the title and have students confirm that it is going to rain on the farm.
- Talk through the illustrations. Ask: What about the characters in the story? How do the characters feel? How has the illustrator helped us to understand their feelings?
- Listen to the story together. Work with students to think and share ideas about the feelings of the different characters conveyed in the illustrations and written text.
- Read the story with students. Select seven readers to read the parts of the farmer, the cow, the goat, the dog, the cat, the mouse, the frog. Have students try out different effects for the sound of the rain, water and frogs. Encourage them to read with voices that capture the special characteristics of the different animals. For help, they can tap on the text to hear it read.

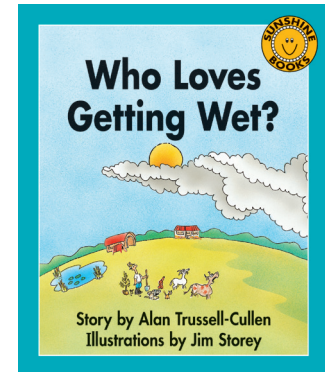
#### Returning to the Text

- Students reread the story. They share ideas about features that helped them work out words and make sense of the story. Ask: How did knowing the title help? How did the illustrations help? Did it help that some words rhymed on each page? (day/grey, frowned/down, flashed/crashed)
- Display pages 2 and 3. Ask students to find the apostrophe on page 3. Have them use the white text box to type the two words that go to make up the contraction. (rain is) Ask: What letter has been left out? Students find the other contractions in the story. (I'm, It's)
- Students look for the apostrophe on page 2. Explain that this is not a contraction. Ask: What does it tell us? (It is a possessive. The day belongs to the winter.) Have students suggest other instances of possessives, e.g. Billy's book, The cat's fur, Sara's shoes.
- Use the pen tool to underline other features of the text and have students discuss why the author used them, for example, the bold text on page 15; exclamation marks when the characters speak.
- Have students use the pen tool to circle all the sound words in the story. (croaked)



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### Writing

- Encourage students to write together a *Who Loves Getting Wet?* story. For example:  
Who loves getting wet? I don't.  
Who loves getting wet? Frogs do!

### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match words from the story

Thinking: Answer five comprehension questions

1. Why did the farmer run to his house?

A. to get lunch

B. to get out of the rain ✓

C. to get out of the sun

2. Where did the cow run to?

barn

3. Where did the cat run to?

farmhouse

4. Select the word that means a place out of the rain.

shelter

5. How did the frog feel about the rain?

A. angry

B. sad

C. happy ✓

Record: They can read the story by themselves and save it for you to listen to.





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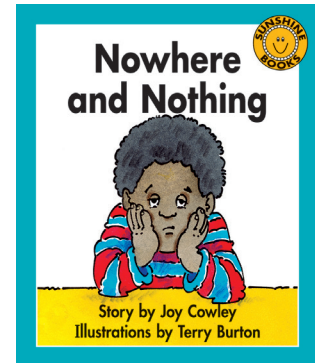
### Nowhere and Nothing

#### The Story

A boy feels lonely until some children ask him to play.

#### High-frequency Words

doing, don't, down, going, nothing, nowhere, some, what, where, why



#### Reading the Text

- Look at the illustration on the cover. Read the title. Ask: What clues do the illustration and words in the title give us about the story? Look the title page. Ask: What clues does this illustration give us?
- Listen to the story with students. They think about where the story is taking place and how the setting changes. They share their ideas.
- Read the story together. Students tell you where the story is taking place as they read each event. Have students listen for and describe the characters. Ask: Who is in the story now? What is he or she doing or saying? How does this character feel? Why?
- Reread and have students listen for things that happen in the story (plot). Ask: What is happening now? Why? They review what has happened and say what will happen next as they listen to events.
- Say *play* slowly. Students distinguish between the beginning of the word and the part that rhymes with other words. They find *lay* and *play* in the story and read the words in context. Students work through the alphabet to find letters they can put at the beginning of -ay to make new words in the -ay word family.
- Focus on the soft c in *ceiling*. Read the word in context. Ask: What can you say about the letter and the sound at the beginning of *ceiling*? (Students notice that the c in *ceiling* makes the same sound that s does.) What other words begin with c that sounds like the c in *ceiling*? (circus, celery, celebrate, circle, cycle)

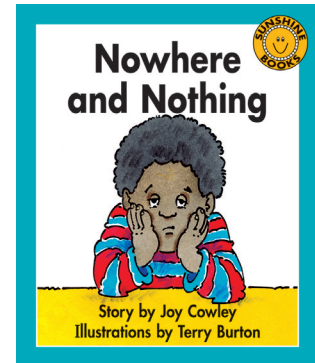
#### Returning to the Text

- Students read the story with a partner. Ask them to think about story elements (setting, characters and plot) as they read. They respond to questions about the story elements. Ask: What sort of character is the boy? Why do you think he is behaving like that? How do you think his parents feel about his behaviour? How did his friends feel about him? How did he feel about his friends? What happened to change the pattern of events in the story? How do you think the boy's parents felt then? What happened to the story when the setting changed? If the boy had stayed in his bedroom, or watching TV, how might the story have ended?
- Students read the text to find words that tell what the characters are doing. (verbs) They help write the words and others with similar letter and sound patterns.
  - Find *called* in the text. Students find the other word with a double ll (*yelled*). Focus on the -ed at the end of *called*. Write the base words on a chart. Students add the letters -ed to make verbs in the past tense.
  - Students find words that end with -ing. They use base words and add letters to make the present continuous form of verbs.
  - Have students find the word *friends* in the story and make a word web using words starting with the letter blend fr-.



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### Writing

- Work together to create a wall chart that tracks the setting, the characters, their changing mood and the plot.
- Students select a favourite sentence from the story. They write and illustrate the sentence and include their responses to it. They share their work.
- Students draw pictures to show different moods. They write sentences about each drawing.

### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make five words from the letter blend fr-

Thinking: Answer five comprehension questions

1. How did the boy feel in pages 2–3?

- A. happy
- B. sad ✓
- C. sick

2. What word means the place in front of the house?  
doorstep

3. Why wouldn't the boy go and play with his friends?

- A. He didn't have any friends. ✓
- B. He wanted to lie on his bed.
- C. He wanted to watch TV.

4. How did the boy feel on page 15?

- A. excited ✓
- B. bored
- C. sick

5. What was the boy doing on his doorstep?

- A. watching the helicopter
- B. watching people go down the street ✓
- C. waiting for his dad

Record: They can read the story by themselves and save it for you to listen to.



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### A Small World

#### The Story

Find out about the insects that inhabit this small world.

#### High-frequency Words

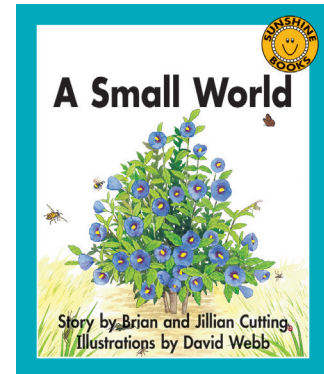
come, green, hard, have, like, once, out, still, very, what

#### Reading the Text

- Invite students to share their knowledge and experience with insects. Ask: Have they ever held an insect in their hands? What was it like? Do you know the names of any insects? Make a list of the insects they name.
- Look at the cover and read the title together. Have students predict what the text will be about.
- Go through the text together. Students use the text and the illustrations to guess each insect before going to the next page.
- On page 15 students identify the insects in the illustration.
- On page 16, ask: What is this page called? What is it for? Have them use an entry from the index to find information.
- Students read the text independently. Provide support if needed. Ask: Why do you think this text is called *A Small World*?

#### Returning to the Text

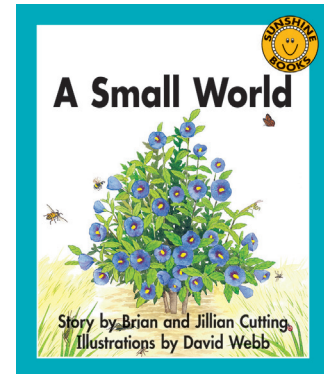
- Focus on the question-and-answer structure of the text. Read the questions and explore the written and visual answers, inviting students to respond using their own experiences and observations.
- Students reread the text to identify the insects and their differences. They chart them by colour, number of legs, size, whether they fly or not and what they eat using information in the text.
- Discuss with students the characteristics of non-fiction texts. Talk about how these types of books provide information in different ways. They list the ways *A Small World* does this.
- Have students focus on the letter blend sm- in *small*. They brainstorm other words beginning with sm- for a word web.





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### Writing

- Each student chooses an insect for a class book of questions and answers. They draw their insect and write one question and the answer following the pattern of *A Small World*. The students' contributions can be put together in a class book to share.
- After rereading the text, students select a tree or plant in the school grounds to see what insects they can find. They find out what it is, describe it and draw a picture.

### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make six words with the sm- letter blend

Thinking: Answer five comprehension questions

1. What insect has ears on its legs?

A. ant

B. cricket ✓

C. mosquito

2. Type the name of the insect with a long tongue.

bumblebee

3. Which sentence matches a monarch butterfly?

A. I come out at night.

B. I am green.

C. I was once a caterpillar. ✓

4. Type the name of the insect.

mosquito

5. Which insect works hard and lives in a nest?

A. ant ✓

B. praying mantis

C. bumblebee

Record: They can read the story by themselves and save it for you to listen to.



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### Whose Eggs Are These?

#### The Story

Children find eggs in different places and name them.

#### High-frequency Words

are, at, by, in, looking, on, these, this, through, up

#### Reading the Text

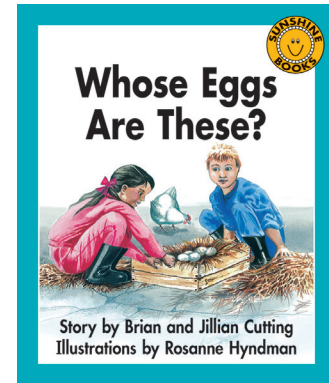
- Look at the cover and ask students to tell what the text will be about. They use the illustration to help them read the title. Have students share what they know about eggs and the creatures that lay them. Explain that this text uses different habitats to investigate the eggs of creatures living in that habitat.
- Listen to the text together. Students then read the text using the illustrations and the pattern to help them.

#### Returning to the Text

- Talk with students about the -ing words in the story. Make a list with the base verb (run/running). Think of others to add to the list.
- Reread the title and have students notice that it is a question. They count how many times the question is repeated in the story.
- Have students look at the word *these*. It starts with /th/ sound. They find other words in the story that start with the same /th/ sound. (the, this) Students brainstorm more words with the same sound (those, them, then, though, there).
- On page 16 students choose one of the answers and turn to the page number. They reread the chosen page. (frog pages 12–13). They find the frog in the illustration.
- Talk about the lifecycle of the frog. Students compare this with the lifecycle of the hen on pages 2–3. They reread these pages and discuss the differences.

#### Writing

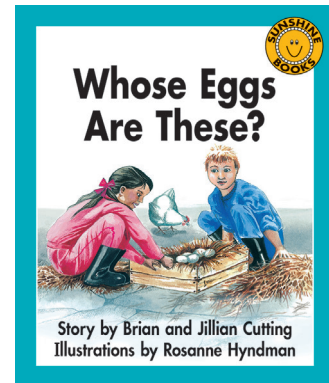
- Design a glossary for a non-fiction book.
- Students use the answers page to help them design a contents page for the book.
- Students draw and label a lifecycle of one of the animals in the book.





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### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make five words with five letter blends

Thinking: Answer five comprehension questions

1. Which animal has feelers?

A. eaglet

B. chicken

C. praying mantis ✓

2. Where would you find a turtle egg?

sand

3. Which animal has flippers?

A. eaglet

B. turtle ✓

C. chicken

4. Which animal has gills?

A. tadpole ✓

B. turtle

C. chicken

5. Where would you find a praying mantis egg?

Leaf

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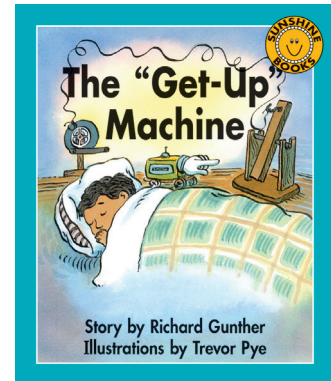
### The “Get-Up” Machine

#### The Story

A boy shows his machine for getting up to go to school on time.

#### High-frequency Words

comes, down, get, me, morning, pulls, that, this, time, up



#### Reading the Text

- Show students a smart device alarm app and discuss what it is used for. Ask them who or what wakes them up in the morning.
- Look at the cover. Ask: What is happening in this illustration? What does the boy have next to his bed? What do you think it is for? Read the title together and ask students to make predictions about the story.
- Read the title on the title page together. Discuss what is happening in the picture. Ask: Do you think this might be part of the machine?
- Talk through the illustrations in the story, discussing each illustration so students understand the cause and effect. Have them tell in their own words what is happening. Trace the path of the machine from ice to bed. Discuss how this might work. On page 5, draw their attention to the inset diagram and ask them what this shows. Ask: Where is the water coming from?
- On pages 14-15, draw students' attention to the lines around the elephant. Ask: What does this show you the elephant is doing? Find the word in the text that tells you what the elephant is doing. Now the boy is up and dressed, where do you think he might be going? Go to page 16 to check.
- Students read the story independently. Provide support where needed.
- After reading ask students to retell the story. Compare the story to their predictions. Discuss their thoughts on the get-up machine.

#### Returning to the Text

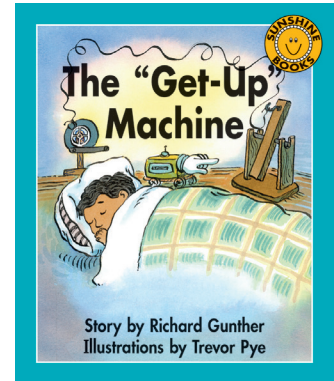
- Students reread the story. Ask: What do you notice about the story? Is there a pattern and is the pattern repeated? Lead them to see how the structure the author uses can help predict language and words when reading independently.
- Discuss with students how the repetitive pattern is broken to provide a surprise ending and a satisfactory conclusion.
- Focus students' attention on the digraph th- by reading the sentence on page 4. Have students identify the words that begin with th-. (*this, that, the*) Find other th- words and arrange them in a word bank.
- Go to page 14. Find the word *shakes*. Find another word on the same page that rhymes with it. (*wakes*) Write the words but leave off the s. Ask: What makes the /a/ sound in these words? Think of other words with the same sound. Group them according to their spelling.
- Students make an -ake word family web.





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### Writing

- Work together to rewrite the story around a “go-to-bed” machine, e.g. This is the “Go-to-bed” machine. It tells me to go to bed at night.
- Students illustrate their new story and present the text in a large book. They rewrite their individual stories following the same structure.
- Have students produce a wall story of *The “Get-up” Machine*. Students identify special features and ideas. They select a part of the story to illustrate. Have them copy the text onto large sheets of paper using felt markers. Mount their illustrations and written text on a large backing sheet to create the wall story.

### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Make six words with the -ake word family

Thinking: Answer five comprehension questions

1. Why does the boy in the story need to get up early?

A. to feed the elephant

B. to feed the duck

C. to go to school ✓

2. Type the word that tells what the bell does?

rings

3. Why did the ball roll down the slide?

A. the duck’s beak hit it ✓

B. the elephant’s trunk hit it

C. the ice hits it

4. How did the elephant feel on page 13?

A. happy

B. sleepy

C. surprised ✓

5. Find the word that rhymes with shakes.

wakes

Record: They can read the story by themselves and save it for you to listen to.



# SUNSHINE CLASSICS

## Teaching Notes Level 13

### What's Happened to Arrow?

#### The Story

A boy saves his goldfish when it leaps out of the bowl.

#### High-frequency Words

after, again, around, back, came, still, there, thought, went, what's

#### Reading the Text

- Ask if any students ever had a goldfish? Ask them to tell you about it.
- Look at the cover and title page. Ask: Where has the fish gone? Read the title together. Allow some time for students to talk about goldfish and what happens when they are out of water. Ask them to predict what the story will be about.
- Go to pages 2-3. Tell students that the boy's name is Harley and the fish's name is Arrow. Ask: What is in the bowl? What is not in the bowl? Point to these words in the text.
- Go to pages 4-5. Ask: Why was Harley sad? How can you tell? Have students tell all they can about a fish bowl.
- Continue in this way using the illustrations to tell the story.
- Read the story together. Use questions to ensure students understand the story. Ask: Why does Harley push Arrow with a pencil? How did Harley know for sure that Arrow would live? What do you think happened to Arrow? Did you like the story? Why?

#### Returning to the Text

- Have students retell the story – what happened at the beginning, next and how the story ended. Ask: Who are the characters in this story? What did they do?
- Have students look for describing words in the story that end in -ly. (quickly, gently) Ask: What are these words describing? (how the action was taken) Students think of other words that could describe how they did something. (loudly, softly, swiftly)

#### Writing

- Students write a letter from Harley to a friend telling him about what happened to Arrow. Provide support where needed.
- Students brainstorm issues around caring for goldfish. Then they write a list of things to do to keep a goldfish alive and well.

#### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match adjective with its adverbial form

Thinking: Answer five comprehension questions

1. Why did Harley drop Arrow back into the bowl?

A. Arrow asked him to.

B. Arrow moved. ✓

C. Harry didn't like to hold a fish.

2. What word shows how much food Harley gave Arrow?

pinch

3. Find the word that tells you Harry liked Arrow.

gently

4. Why did Harley push Arrow with a pencil?

A. He wanted to wake him up. ✓

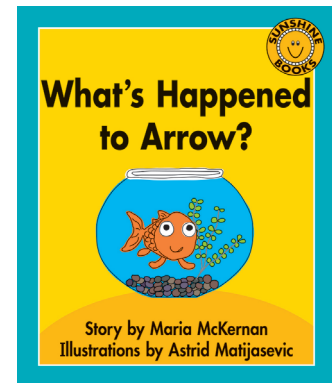
B. He wanted to move the stones.

C. He wanted to make waves.

5. Find another word for eat.

gobbled

Record: They can read the story by themselves and save it for you to listen to.





# SUNSHINE CLASSICS

## Teaching Notes Level 13

### The Hole in the Hedge

#### The Story

The people watch the animals and the animals watch the people.

#### High-frequency Words

at, come, down, hole, laughed, look, looked, looking, through, went

#### Reading the Text

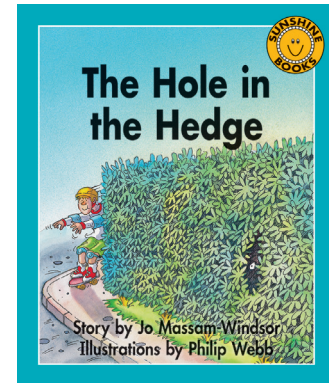
- Talk about a time when someone has turned the tables on you. Ask: Have you ever been playing a joke and someone has played it back at you? Look at the cover illustration. Have students read the title. Ask: Can you see the hole in the hedge? How can you tell? Is there anyone else in this illustration besides the boy on the skateboard? What do you think might be behind the hedge? Go to the title page to confirm that someone is there.
- Go to pages 2–3 and have students find the word *laughed*. Ask: Why is the word repeated three times? Do you think this means he was seeing something really funny through the hole in the hedge? What might it be?
- Focus on *through*. Say the word slowly, stretching the sounds. Have students say the word and think of other words that begin with the same sound. (throat, throw, thread)
- Read the story together up to page 9, following the pattern. Students use the illustrations as a clue to the next person to come down the road. Have students predict what might be through the hole in the hedge.
- Read the remainder of the story together.
- Students read the story independently or with a partner.

#### Returning to the Text

- Have students retell the story in sequence.
- Focus on the -ing forms of the verbs. Students scan the story and make a chart with the verbs from the story and the -ing form. They can then add the -ed form to the chart. (laugh, laughing, laughed)
- Focus on the different ways the sound /f/ can be written. Say the word laugh and have students point to the letters that make the /f/ sound. (gh) Have them think of other words with the /f/ sound that is spelt differently. (photograph, fine, buffet – f, ff, ph, gh)
- Students choose one of the words in the story that shows movement and they mime it. The group guesses the action.

#### Writing

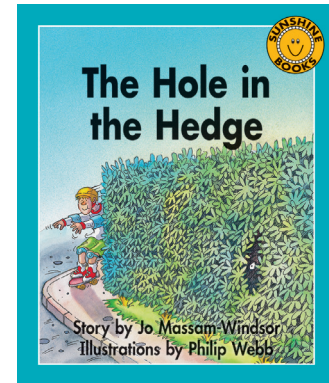
- Have students brainstorm expressions of laughter they have heard. Ask: Have you ever been “in stitches”? Have you ever heard someone say they “shrieked with laughter”, “laughed fit to burst”, or something was “good for a laugh”? They prepare a presentation on the word *laugh*. They use colour and lettering to capture the meaning of the word.
- Students choose one of the animals and draw their own version of what it is doing. They write a sentence about their drawing.





# SUNSHINE CLASSICS

## Teaching Notes Level 13



### Home/School Link

Have students access the story at home and re-read it. They can then complete the interactive activities:

Words: Match the verb with their -ing form

Thinking: Answer five comprehension questions

1. Who wore a uniform?

- A. the boy
- B. the park ranger ✓
- C. the woman

2. What were the crocodiles doing?

flying

3. What place was on the other side of the hedge?

- A. a zoo ✓
- B. a swimming pool
- C. a school

4. What were the animals laughing at?

- A. the hole in the hedge
- B. the people on the other side of the hedge ✓
- C. the crocodiles' wings

5. What was the park ranger laughing at?

- A. the girl
- B. the animals ✓
- C. the boy

Record: They can read the story by themselves and save it for you to listen to.