



# SUNSHINE CLASSICS

## Teaching Notes Level 14

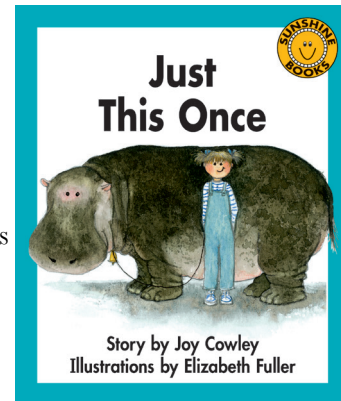
### Just This Once

#### The Story

A girl bullies her parents into letting her involve her hippopotamus in the family activities.

#### High-frequency Words

be, come, get, have, just, made, once, that, this, went



#### Reading the Text

- Students look at the cover and predict the main characters. They read the title to make further predictions. Ask: What could the words in the title mean? Have you ever said anything like that? Why?
- Students tell what is happening on the title page and suggest other places a girl might take her pet hippopotamus. They talk through the illustrations. Ask: Who are the other characters in this story?
- Read page 2 together, taking time to study some words and then rereading the sentences smoothly. For help, students can tap on the text to hear it read.
- Use the pen tool to highlight the word *holiday*. Ask: How can we work out this word? Will thinking about the meaning of what is happening in the picture help us? Will thinking about the language in the sentence help? What about looking at the beginning of the word? Are there any other parts of the word that can help? They read the page with their partner and demonstrate how they think it should be read.
- Go to page 8 and have students apply the same strategy to the word *trampoline*.
- Students read the story with a partner. Ask: What made the story easy to read? Were there any difficult parts? What did you do to make those parts easier to read? How can you teach what you have learnt to other students in the class? What are some things you can say about the events and the characters? When have you done something like that? How did your parents react?

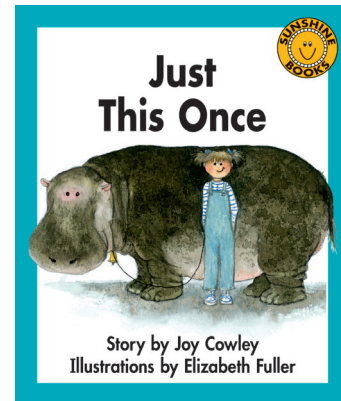
#### Returning to the Text

- Students read to find patterns in the text – the way the characters are presented, the language, what the people do and say. They reread, using their voices in different ways to bring out the meaning and mood of the story.
- Say the word *get* and have students identify the sounds in the word. They name the letters used to show those sounds. Ask them to find *get* in the text and read it in context. (page 10) Ask them to find the other word on page 10 that begins and ends with the same letters as *get*. They read *got* in context and say what they notice about the word.
- Students find the word *But* in the text. They listen to the sounds in the word. Ask: What will happen if we change the u to a, i or e? Students play with the words by replacing initial, medial and final phonemes and naming letters to make new words. (bit, sit, bet, bed, bat, cat)



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- Work with students to divide the word *hippopotamus* into sections that contain a vowel or a vowel sound. Students find more words with lots of syllables. They say and write them.

### Writing

- Work together to rewrite the story with new characters, taking care with punctuation. Students make a picture glossary for the content words.
- Give students sentences from the story. They combine information in the illustrations to explore the chunks of meaning within the sentences. Beginning with the sentences on page 2, they take turns to add their sentences to a floor chart to complete the story. They reread the text to check.

### 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. How did Liz and the hippopotamus get what they wanted?

A. They asked.

B. They howled. ✓

C. They shouted.

2. How did the family and the hippopotamus travel on their holiday?  
train

3. What activity was the hippopotamus not allowed to do?

A. go in the boat

B. go skating ✓

C. go in the swimming pool

4. Select the word that means one time.

once

5. Why did Mum and Dad put their fingers in their ears?

A. to stop water getting in

B. to stop flies getting in

C. so they couldn't hear the howling ✓

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



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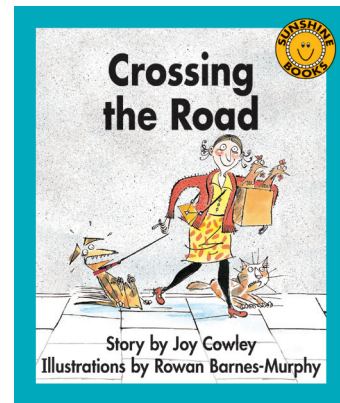
### Crossing the Road

#### The Story

When Mrs Maggie Mox crosses the road without her glasses, she causes accidents.

#### High-frequency Words

blue, have, just, other, put, then, were, what, with, yellow



#### Reading the Text

- Students look at the cover and title page and predict the main characters. They read the title to make further predictions. Ask: How do the words in the title give you a clue? Look at the dog on the cover? Does the illustration give you a further clue? Talk through the illustrations and have students confirm their predictions.
- Listen to the story together. Talk to students about the way in which the story and the illustrations run parallel to each other. They can also consider what it is about the story structure that makes it easy to read. Ask: How soon did you link into the pattern of the story?
- Sound words are a feature of the illustrations in this story. Ask: How should they be read? What do you notice about the lettering and presentation of those words?
- Students read the story on their own. For help, they can tap on the text to hear it read.
- Have students note the words in illustrations: ZOOM! BANG! SCREECH! They can shape the words themselves to make a display.
- Ask: What are your favourite words and phrases in the story? Have students read the story with a friend and explore the sounds of those words with their voices, using different volume, tone, pitch and varying the dynamics.
- Students find an example in the story where several words beginning with the same letter are strung together. (Mrs Maggie Mox) Ask: Do you like the sound of language like this in writing? This is called alliteration.

#### Returning to the Text

- Students tell the sort of person they think Mrs Maggie Mox is. They can wonder and ask and respond to a wide range of questions about her life, her work, her friends and family.
- Exclamation marks are very important to the story. Have students find all the language that is punctuated with an exclamation mark and read those parts in ways that explore the intonation of the language.
- On page 16, Mrs Maggie Mox “put on her glasses”. Ask: What do you notice about them? What do the sort of glasses she wears tell you about the character of Mrs Maggie Mox? Have you met or seen anyone that you think may be a bit like her?

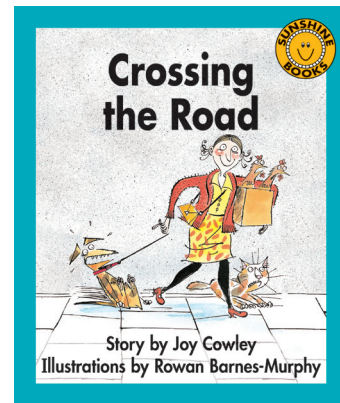
#### Writing

- Talk about signs and what they tell us – some have words, others have pictures or colours. Students design a sign for Mrs Maggie Mox to ensure she doesn't cross the road until the vehicles have stopped.
- Have students brainstorm the sort of character Mrs Maggie Mox is. In speech bubbles or using the white text box on the pages of the story, write what each person in the traffic accident might have said to Mrs Maggie Mox.
- Support students to write a newspaper report about the accident. Add an illustration to enhance the report.



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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: Letter blend cr-

Thinking: Answer five comprehension questions

1. Who caused the accident?

A. the chickens

B. the dog

C. Mrs Maggie Mox ✓

2. Why did Mrs Maggie Mox not see the red light at the crossing?

A. She was too busy with her animals.

B. She didn't have her glasses on. ✓

C. The chickens made a noise.

3. Why did the yellow taxi run into the blue car?

A. The orange fire engine pushed it.

B. The blue car stopped suddenly. ✓

C. The white van went toot-toot-toot.

4. Select the word that is the opposite of whispered?

shouted

5. How did Mrs Maggie Mox feel when she put on her glasses?

A. surprised ✓

B. worried

C. happy

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



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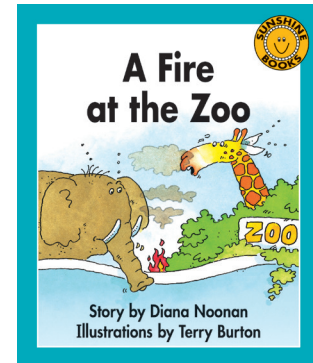
### A Fire at the Zoo

#### The Story

Some zoo animals attempt to put out a fire but do not succeed.

#### High-frequency Words

coming, do, everyone, gave, her, know, one, out, put, what



#### Reading the Text

- Have students look at the cover. Ask: What can you see in the picture? Can anyone tell me the name of the book? Read the title together. Listen to the author's and illustrator's names. Turn to the title page and talk about the picture. Have students reread the title.
- Ask students to tell how fires start. Ask: What should you do if you discover a fire? Students think of all the animals in the zoo. Ask: Which animal do you think can put out a fire?
- Talk through the illustrations. Ask: What is happening? Do you think the lions could put out the fire, or the penguins, hippos, seals, or peacocks?
- Students read the text independently. For help, they can tap the text to hear it read.
- On page 3 focus on the word *tremendous*. Discuss its meaning and brainstorm a list of substitute words.
- Reread the story together, encouraging students to use different voices for each animal.

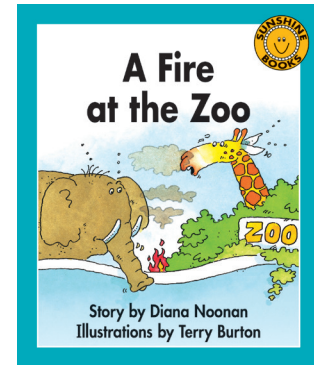
#### Returning to the Text

- On page 2 circle *there's* with the pen tool. Focus on the apostrophe and why it is used. (The letter i is missing in this contraction.) Have students find more contractions and suggest what letters are taken out (we're/we are – a is taken out.)
- Have students go through the story and find the words that tell us what the animals did to try to put out the fire. List and discuss how many have only one letter changed in the word pairs. Ask: What did you notice about the initial letters of these words – flipped/flapped (page 5), stamped/stomped (page 7), slipped/slopped (page 9), splished/sploshed (page 11). Ask: How many sounds do they hear in these words? Have students list words beginning with fl-, st-, sl-, spl-.
- Encourage students to use tone and volume when reading dramatically. A fire is a dramatic event so they need to respond to the dialogue and punctuation in their reading.
- Students read the text independently or to each other. They can use the pen tool to circle the sound words in the story.



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### Writing

- Focus on the rhyming words in the story, e.g. zoo/do, out/shout. Have blank made-up books for students to write and illustrate their own rhymes.
- Work with students to develop rhymes focusing on the letter blends in the story.

Butterflies flutter

Butterflies fly

From flower to flower.

I wonder why?

### Home/School Link

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

Words: Match contractions to the words that make them

Thinking: Answer five comprehension questions

1. What was the problem in the story?

A. noisy animals at the zoo

B. animals didn't know what to do

C. a fire at the zoo ✓

2. How was the problem solved?

A. The animals shouted.

B. An elephant squirted water from his trunk. ✓

C. The seals slipped and slopped.

3. What did the penguins do to try and put the fire out?

flapped

4. What did the hippos do to try and put the fire out?

stomped

5. How did the animals and the keeper feel at the end of the story?

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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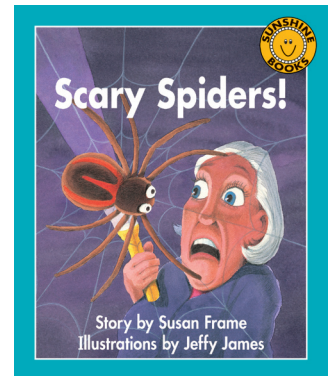
### Scary Spiders!

#### The Story

A cheeky girl light-heartedly teases her grandmother about her fear of spiders.

#### High-frequency Words

around, from, here, just, quite, some, there, when, you, your



#### Reading the Text

- Look at the cover and read the title with students. Have them share their spider experiences. Discuss how some people are frightened of spiders. Ask: How do you think the character on the cover feels about spiders?
- Go to the title page. Read the title together. Ask: What can you see in the picture? What do you think the book is going to be about?
- Talk through the illustrations with students. On pages 2 and 3, ask: What is happening in the picture? Who do you think the woman is? How do you know? How does the girl feel about spiders? Point to the part of the text that tells us what the girl says. What might the girl ask her Nana? Can you find any words at the end of lines that rhyme? (understand/hand) Circle them with the pen tool.
- Look at pages 14 and 15. Ask: What is happening in this picture? Where is Nana? Point to the word that you think will be one of the rhyming words. (fantastic) Make a guess about what the line on page 16 will be.
- Go to page 16. Ask: What is this spider made of? Point to the word. Were you right about the rhyming word? (fantastic/plastic)
- Students read the text independently. For help, they can tap on the text to hear it read.

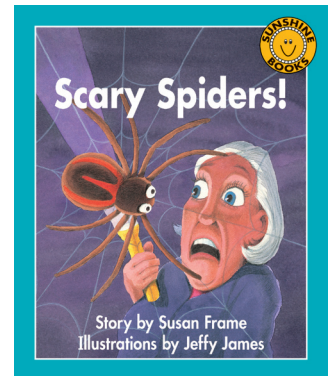
#### Returning to the Text

- Model a close reading of the story, for example, descriptive language, questions and direct or indirect speech, pointing slowly along each line.
- Circle the word *frightened* on page 2 with the pen tool. Draw students' attention to the letter blend fr-. Read through the story, having students circle the word *frightened*.
- Make a list of the rhyming words in the text and discuss the spelling of them. Ask: Are rhyming words always spelt the same way?
- Focus on the use of dialogue, questions, ellipses and bold text. Reread the text as a group.



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### Writing

- Have students use the white text box to write speech bubbles for Nana on the pages saying that she is frightened of spiders.
- Write some “I may be scared of...” stories. Students talk about their fears and relate them to the character’s experiences. Emphasise respect for each other’s fears. They write a story based on personal experience using the pattern:

“I may be scared of \_\_\_\_\_!”

“But I am not scared of \_\_\_\_\_!”

- Model the use of bold type on a whiteboard, discussing its function and encouraging students to use it in their writing.

### Home/School Link

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

Words: Match rhyming words

Thinking: Answer five comprehension questions

1. What is another word for hurt?

harm

2. Why did the girl say she didn’t understand why her Nana was frightened of spiders?

A. She had never seen a spider’s web.

B. She had never been bitten by a spider.

C. She was not frightened of spiders. ✓

3. What were the girl’s spiders made from?

plastic

4. Why did the girl think her Nana’s screams were fantastic?

A. She liked to make her Nana scream.

B. Her trick worked. ✓

C. She liked the screaming noise.

5. Select the word that means loud yells.

screams

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



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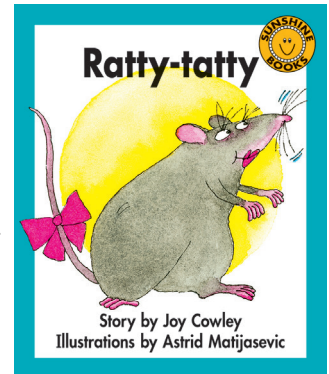
### Ratty-tatty

#### The Story

A clever rat always manages to escape, no matter what the other characters do.

#### High-frequency Words

catch, could, couldn't, cried, didn't, good, like, looked, no one, would



#### Reading the Text

- Students look at the cover and title page illustrations. Ask: What do you know about rats and rat stories that will help you make guesses about what will happen in this story? How do these illustrations give you a better idea of what might happen?
- Read the title and the author's name. Ask: What do you notice about the words in the title? What do you think the language will be like in this book? Will it have rhyme and rhythm? Will it be repetitive?
- Listen to the story with students. They listen for and identify rhyme, rhythm and repetition.
- Students talk through the illustrations. They say what is happening, review what has gone before and predict what will happen next. Ask: If the character on page 3 is a woman, who will the next character be? What is the rat likely to take from that character? On pages 8 and 9, have students notice how the story pattern changes. They guess the following events and the ending.
- Focus on the rhyme and rhythm in the repetitive parts of the story.  
That Ratty-tatty is no good.  
I would catch her if I could.  
But she couldn't, so she didn't.  
Students listen for words that rhyme. (Ratty-tatty, good/would/could) Write *good, would, could* on the board. Students suggest other words that rhyme. (should, hood, wood) They notice the different spellings for the same sound.
- Students listen to the sounds in *cat*. Ask: How many sounds are there? What are they? What letters show those sounds?
- Students listen as you say *snappy*. Ask: What do you notice? Are there other words in the story in which we can hear the short a sound? (Ratty-tatty, catch, that, and, had, man, plan, at) Students read the words, isolate and listen to the short a sound and then read the words in context.
- Students read the story independently. Provide support if needed.

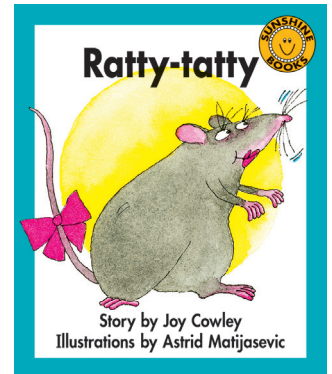
#### Returning to the Text

- Students reread the story with a partner. Ask them to pause, think and talk as they read and reread different parts. Students share what they have practised in a group sharing session. Ask: What are some good ways you discovered to read the language in this book? What do you like about the language in this story? Students read out loud to demonstrate and they say how and why they decided to read different parts in this way.
- Have students think about the plot. Ask them to give you a point-by-point retelling of the sequence of events focusing on what happened first, next and after that. Ask: What is the main idea in this story? How do you think the author feels about rats? What about the illustrator?
- Give students clues about selected high-frequency words. They scan the text, find and write the words.
- Have students scan the text for these words. Ask: Can you find the words that means the same as could not, did not, do not? Can you find the words in which y is used at the end of the word with an /e/ sound? (*Ratty, tatty*) Can you find words with -er at the end? (*clever, her*) Can you find the word that has two letters and rhymes with no? (*so*)



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### Writing

- Students choose a favourite part of the story to illustrate. They write a sentence about it. They think through the sentence and say it aloud before writing.
- Students paint pictures of the characters. They write the words the characters say in speech bubbles.
- Write an innovation together. Think of other characters that Ratty-tatty might steal from.

### Home/School Link

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

Words: Match opposites

Thinking: Answer five comprehension questions

1. How do you know Ratty-tatty was clever?

A. She got a fork and touched the trap. ✓

B. She stole the man's bread.

C. She stole the woman's egg.

2. Type a word that tells about the trap.

snappy

3. Find the word that is the opposite of bad.

good

4. What did Ratty-tatty steal from the cat?

A. bread

B. cheese

C. fish ✓

5. What has the illustrator done to show that Ratty-tatty likes the cheese?

A. Ratty-tatty's eyes are open.

B. Ratty-tatty's whiskers are twitching. ✓

C. Ratty-tatty has red lips.

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



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### The Zoo Olympics

#### The Story

The reporter who sends his story to the newspaper gets it all wrong.

#### High-frequency Words

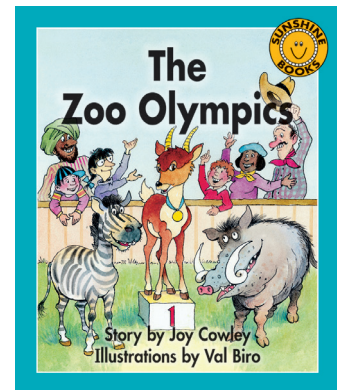
came, good, got, people, see, very, when, will, won, wrong

#### Reading the Text

- Talk with students about the Olympic Games. Ask: What happens at the Olympic Games? Who goes to the games? Can you remember some of the events?
- Look at the cover illustration. Read the title with students. Ask: What do you think is happening here? Who do you think has come first? What do you notice about the people?
- Walk through the illustrations and have students name the animal that wins the medal. Ask: What changes on page 9? Who is the man on the telephone? What does the thought bubble show? What kind of telephone is he using? Explain that journalists used to write stories down and then phone them in to the newspaper office. Today they write them on their mobile device and email them in to the sub-editors who prepare the story for print.
- Have students describe what is happening in the thought bubbles on pages 10–14.
- Listen to the story together. Then have students read the story independently. As they read, ask them to think about any reading difficulties they encounter and to pinpoint the type of difficulty. Have them consider ways to solve problems and self-correct.

#### Returning to the Text

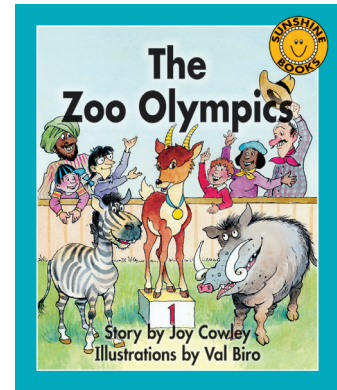
- Discuss the illustrations by Val Biro. Ask: Do the illustrations tell a story of their own? How does the illustrator show action? emotion? sound? How much detail has he included? How has he managed to create humour in the illustrations?
- Reread the story and ask questions to ascertain comprehension. Ask: Why couldn't a gazelle win a swimming race? Why wouldn't a sea lion be very good at weight lifting? Do you think a hippo could run faster than a gazelle? Why is the woman typing wearing headphones? Why have the people put the newspaper in the bin on page 16?
- Talk about nouns that mean more than one (plurals). Students find the singular and plural forms in the story. (*gazelle/gazelles*)





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### Writing

- Students use the pattern of the story to rewrite it using other animals. For instance, they brainstorm or research what a crocodile is good at. What about a giraffe? A monkey might get a gold medal for climbing or gymnastics, but how would that be reported in a newspaper?
- Using the daily newspaper, have students find headlines and discuss which ones made them want to read the story.

### Home/School Link

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

Words: Match nouns to their plural form

Thinking: Answer five comprehension questions

1. Who won the high jump?

- A. elephant
- B. kangaroo ✓
- C. gazelle

2. Type a word that is the opposite of right.  
wrong

3. Why couldn't the elephant win the high jump?

- A. The elephant is too slow.
- B. The elephant is too heavy. ✓
- C. The elephant is too clever.

4. Who gets a gold medal?

- A. the winner ✓
- B. everyone
- C. the runner-up

5. Find the word that shows the people were happy.  
clapped

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



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### Same But Different

#### The Story

Two children draw the same things, but their pictures look quite different.

#### High-frequency Words

came, different, just, like, one, open, our, same, some, with

#### Reading the Text

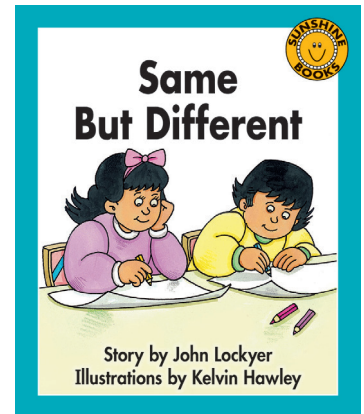
- Ask students if they like drawing pictures. Discuss the types of things they like to draw and comment on any that are familiar.
- Look at the cover and title page. Ask: What might this story be about? What are the children doing? Read the title and chart responses as a brainstorm for checking later. Does the title page give any more information? Add further responses to the chart.
- Listen to the story with students and invite their reactions and interpretations. Check if those predictions were correct. Ask: What did the weather shown on pages 2–3 have to do with the story?
- During a second reading, students make a list of the differences between the two pictures.
- Go to page 5 and focus on the word *Joel's*. Ask: Why is the apostrophe s there? Discuss the concept of possession/ownership. Provide one or two more examples.
- Have students read the story independently or to a partner.

#### Returning to the Text

- Students read the title again. Have them brainstorm words from the word family -ame and make a word web of the words.
- Write *drew* on the whiteboard. Have students get their mouths ready to say *dr- drew*. Ask them to suggest other words beginning with *dr-*. Revise the letter formations for *d* and *r* and have students draw *dr* in an all-over design. Encourage them to say words beginning with the *dr* sound.
- On page 2 have them find the word that tells what sort of day it is. Ask students to think of other words that end in -et.
- Reread the story. Have students volunteer to use the pen tool to mark the differences between the two pictures on pages 14 and 15.

#### Writing

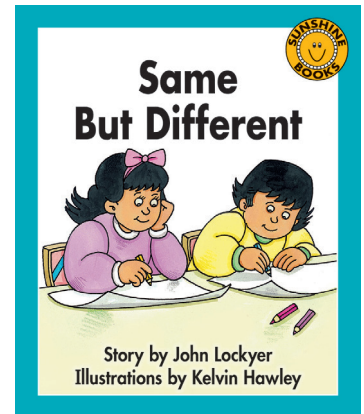
- Students draw pictures that are the same but different following a set of instructions. Reread the story to establish the model for the drawings. Decide co-operatively what to include in the pictures. Encourage students to sequence the instructions in a logical fashion and write these instructions on a clear chart. They then compare their picture with a friend's to identify the similarities and differences.
- Together write some "What I like to do on a rainy day" stories. Spend 5-10 minutes on a class/group brainstorm session and then work with the students as they write. Have them include a cover, title page and illustrations.





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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 the -ame word family

Thinking: Answer five comprehension questions

1. What colour was Jill's roof?

A. grey

B. red ✓

C. yellow

2. Type a word that tells about the sun.

shining

3. Find the word that is the opposite of back.

front

4. What was different about the windows?

A. Joel's were open.

B. There was a bird on the windowsill.

C. Jill's were open. ✓

5. How many differences can you see in the pictures?

A. 12

B. 8 ✓

C. 5

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



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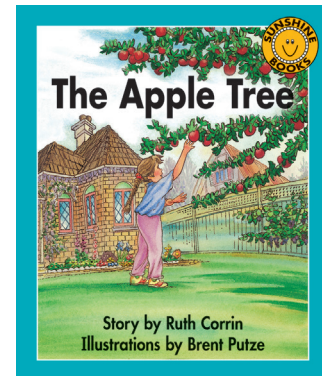
### The Apple Tree

#### The Story

The apple tree changes through the seasons.

#### High-frequency Words

again, just, open, outside, their, them, then, when, white, will



#### Reading the Text

- Show students an apple and ask them where it came from. Ask: Do any of you grow apples or other fruit at home? What does your family do with the fruit? Discuss how the trees change over the year and when they provide fruit.
- Look at the cover. Ask: What is the girl doing? What do you think the title is? Read it together. Ask them to predict what the story will be about.
- Look at the title page. Discuss the picture and what has been made from the apples. Read the title together.
- Talk through the illustrations. On pages 2-3, ask: What time of year is it? How do you know? Is the tree dead? When will it get leaves again? On pages 4-5, discuss the evidence of spring. Ask students to find the word that means a flower before it opens. (*buds*)
- Repeat this procedure ensuring that students understand key words such as *petals*.
- On pages 12-13, discuss what the people are doing and why. Ask: How do they know the apples are ready to pick? What do you think the apples taste like? Find a word that tells you what they taste like.
- Students read the text independently. Provide support where needed.
- On pages 2-3, highlight the first sentence, *It is winter*. Discuss the purpose of this sentence with students. Have them read the remainder of the text on pages 2 and 3 and invite them to offer ideas about how it relates to the first sentence. Draw attention to the fact that it gives more information about the first statement (qualification).
- Use this strategy on pages 4-9. Have students identify the pattern of statement followed by qualification. Continue through the text to see if the pattern continues.
- After reading the story, ask students to retell it. Were their earlier predictions correct?

#### Returning to the Text

- Students find words where the sound imitates the noise or action they describe. (*buzzing, flutter*) Chart their responses. Ask them to demonstrate the meaning of the words with their voices or hands. Introduce the term onomatopoeia for this type of language, and have them brainstorm other examples.
- Go to page 10 and find the word *shade*. Ask: What sound does it start with? Find another word on page 11 that starts with sh-. Students suggest other words that start with sh-. Make a list.
- Write the word *tree* in the class alphabet book. Students say *tree* and suggest other words that start the same way. Chart their responses.
- Students find contractions in the story (*isn't, we'll*) and write the two words that make up the contraction. They think of other contractions and list the words.

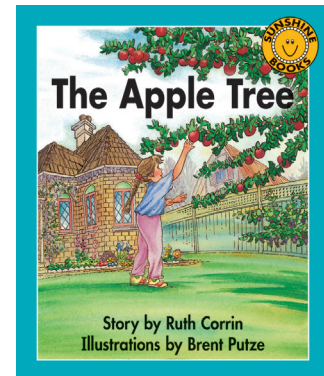
#### Writing

- Students make a series of pencil drawings showing the changes in an apple as it is eaten. They can use real apples to draw as they eat. Have them display their drawings in an interesting way. They can write labels with their name for each drawing.
- Students create a poem about the changes to the apple tree during the four seasons. They brainstorm useful descriptive vocabulary, make several drafts and agree on the best version to publish.



# SUNSHINE CLASSICS

## Teaching Notes Level 14



### Home/School Link

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

Words: Match contractions to the two words

Thinking: Answer five comprehension questions

1. When does the apple tree look dead?

- A. in spring
- B. in summer
- C. in winter ✓

2. What season is this?

spring

3. Find the word that means the apples are ready to eat.

ripe

4. What order do the apples grow in?

- A. flowers, buds, apples
- B. buds, flowers, apples ✓
- C. leaves, apples, flowers

5. Who helps the flowers turn into apples?

- A. the dog
- B. the girl
- C. the bees ✓

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



# SUNSHINE CLASSICS

## Teaching Notes Level 14

### Space

#### The Story

Two children look at the sky and think about what is in space.

#### High-frequency Words

could, day, every, find, night, no one, sometimes, there, will, wonder

#### Reading the Text

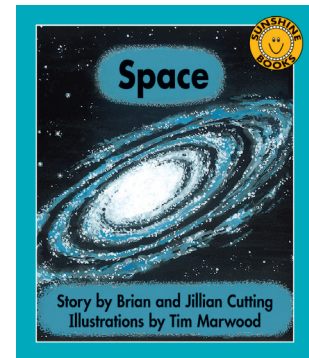
- Ask students what they can see if they look at the sky at night. Ask: What do you know about space? What do people use to look at the stars more closely?
- Look at the cover and have students suggest what the title is. They use their knowledge of the sp- letter blend to help them read it. Ask: Do you think this text will be fact or fiction? Have students predict what the text will be about.
- Talk through the illustrations. Have students note the time of day on each page. Ask: On page 3, what time of day is it? Can you see the stars in the daytime? Why not? Can you see the moon in the daytime? On pages 4–5, why is the sun so important for us? On page 10, has anyone seen a shooting star?
- Establish that this is a non-fiction text. Have students note the features of a non-fiction text and how they help to navigate the text and find information. (labels, index) Discuss how information is presented on the cover and title page and through explanations in the text.
- Read the text together. Ask students to recall facts about space from the reading. Were their earlier predictions about the text correct?

#### Returning to the Text

- Go to page 16 and have students demonstrate how to use some of the entries in the index.
- Students scan the text to find the word *night*. They suggest other words that rhyme with *night* and list them. (sight, white, kite, might) Write the words on the board and have students note how the sound can be spelt in different ways.
- Students reread the text independently or with a partner.
- Students read the title and brainstorm more words that begin with the letter blend sp-. They make a sp- word web together.

#### Writing

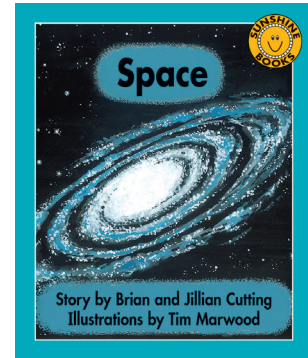
- Students make a question-and-answer book. They reread the text and write a question for each page. For example, on page 6: What can we see at night? We can see the moon at night. Remind them to write questions that will help the learner to read the text.
- Have students write a timeline, following the sequence of the text. They can illustrate their timeline.





# SUNSHINE CLASSICS

## Teaching Notes Level 14



### Home/School Link

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

Words: Make four words beginning with the letter blend sp-

Thinking: Answer five comprehension questions

1. Which is a planet?

A. Moon

B. Sun

C. Venus ✓

2. Type the word that is the opposite of day.  
night

3. When does the sun set?

A. every morning

B. every evening ✓

C. every week

4. Where have people landed in space?

A. on the sun

B. on the moon ✓

C. on Venus

5. Type the name of the planet in the illustration.

Saturn

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



# SUNSHINE CLASSICS

## Teaching Notes Level 14

### I Wonder

#### The Story

A boy uses his imagination as he looks around him.

#### High-frequency Words

behind, brown, green, lives, new, over, there, this, what, wonder

#### Reading the Text

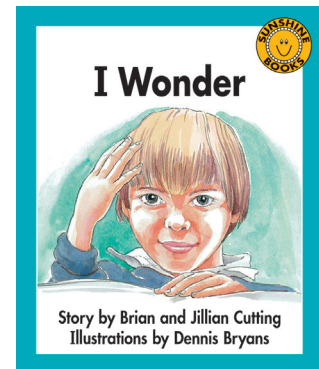
- Discuss imagination with students. Ask: What is the imagination? What does it mean to imagine something?
- Look at the cover and have students read the title and predict what the story might be about.
- On page 2, establish the pattern of the story and have students suggest what they imagine might live in the cave. They go to pages 4 and 5 to see what the boy in the story imagined.
- Continue in this way through the story, with students giving their own imaginings before going to see what the boy's were.
- Read the story together. Ask: Were your predictions correct about the story? What do you notice about the imagined worlds? What clue has the illustrator given to show these are in the boy's thoughts? (The illustrations are enclosed in a thought bubble.) What sort of world is on page 16? How do you know?
- Students read the story independently.

#### Returning to the Text

- Students reread the story and focus on the question mark. They note that every sentence is a question. Ask: Why do you think the authors have written this story in questions? What happens to our voices when we ask a question? Try reading page 6 without a question mark and notice the difference.
- Discuss prepositions and how they show where something is. Have students scan the story for prepositions. Write them on a chart and ask students to think of other words that are prepositions. (in, behind, over)
- Have students read pages 2 and 5 and list any words starting with blends. (*green, brown*) They brainstorm other words starting with gr- and br-.
- Talk about syllables. Clap the syllable in won/der as you say the word. Together find other words in the story with two syllables. Clap and say them. (dra/gon, be/hind, rain/bow, ma/gic)

#### Writing

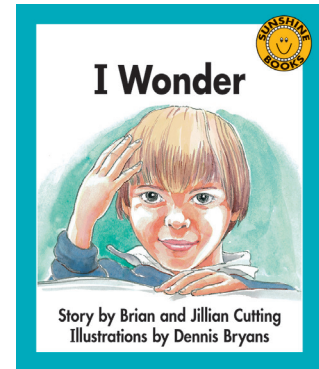
- Go to page 16 and have students note how the illustration gives information that is not in the text. Talk about futuristic ideas. They discuss what they think the world might look like in the future and list things to include in a futuristic new world. They then draw their own new world and write a sentence about it.
- Make a letter blend booklet with words starting with br- and gr-. Illustrate it.
- Students make a two-column chart listing words from the story with the number of syllables in each.
- Students find a word beginning with dr- (*dragon*). They think of more words beginning with the dr- letter blend and make a word web with them.





# SUNSHINE CLASSICS

## Teaching Notes Level 14



### Home/School Link

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

Words: Make four words with the letter blend dr-

Thinking: Answer five comprehension questions

1. What do you think lives in the cave?

bear

2. What is a rainbow?

A. colours in the sky ✓

B. a rainy day

C. a hat

3. What colour is the bear?

A. black

B. brown ✓

C. green

4. What does wonder mean?

A. walk slowly

B. think about things ✓

C. laugh

5. Find the word that tells about the machines.

wonderful

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