



SUNSHINE CLASSICS

Teaching Notes Level 15

When Dad Went to Pre-school

The Story

A boy takes care of Dad when he comes to pre-school.

High-frequency Words

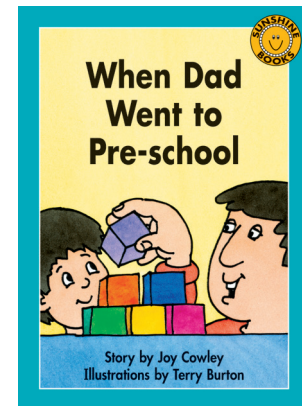
about, every, first, gave, helped, know, made, showed, take, think

Reading the Text

- Have students tell about their experiences of a parent coming to school. They think back to their first days at school. Ask: How did you feel? What was new at school? Who helped you feel comfortable? Talk about why it is often hard to start something new. What are some of the things you do in new situations?
- Look at the cover and listen to the title and the author's and illustrator's names. Talk through the illustrations. Have students tell what they notice about the way the story has been put together. (daily routine) Work through the text together paragraph by paragraph. Students identify the main idea of each paragraph. They read to give examples. For help, they can tap on the text to hear it read.
- Students note their ideas about story elements, word, sentence and text structure. Ask: What were some of the tricky parts? What did you do to read those parts smoothly? What made the story easy to read? What clues did you find about the characters? What was your favourite part? They read out loud to demonstrate.
- Students listen to the blend of sounds in *Dad*. They think of other words that rhyme with *Dad*. They say the words and listen to the short /a/ sound. Read the text together to find all the words that have this /a/ sound in them and read them.
- Focus on contractions in the story. Students listen as you say each contraction slowly. Ask: What sounds can you hear? What letters do we write to show those sounds? They help write contractions and the expanded versions using the white text box. (Don't/Do not) They listen for the sounds and tell the letters that are replaced by the apostrophe.

Returning to the Text

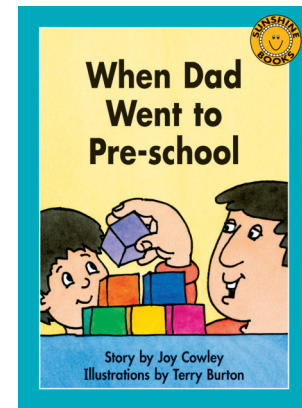
- On page 7 circle *play* with the pen tool and focus on the pl- letter blend. Have students suggest other words beginning with pl-. List these.
- Students reread the story and find their favourite sentences. They practise reading them. They talk about the sentence, say why they chose it and tell what they did to read it using appropriate expression.
- Focus on words featuring double letters and ending in y. Students find *worry* (page 2) and *funny* (page 14) in the text. They think of other words with a similar letter pattern. (hurry, furry, starry, stuffy, soggy)
- Focus on *know* on page 7. Students notice the odd spelling for one sound and find other words in their dictionaries that begin with kn-. (knock, knight, knee, knew, knapsack)





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- Have students think about who is telling the story. Ask: Is it the author or a character? How could we tell the story in a different way? Work together to retell the story from Dad's point of view.

Writing

- Write an outline of the story together.

When the boy takes Dad to pre-school, Dad is shy.

The boy shows him the swings, but Dad is too shy to swing.

The boy shows him the sandpit and has to tell him to take off his shoes and socks.

The boy helps and takes care of Dad as they play at the dough table, play dressing-up, and at morning teatime.

Later, Dad reads stories to all the students.

He's not shy any more.

The boy invites Dad to come to pre-school every day.

Students illustrate the story for a large book or wall story.

Home/School Link

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

Words: Letter blend pl-

Thinking: Answer five comprehension questions

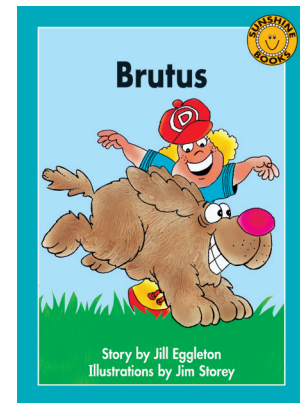
1. Why did the boy hold Dad's hand?
A. Dad was scared of the swing.
B. To stop Dad eating dough.
C. Dad was shy. ✓
2. What did the boy tell Dad about the sandpit?
A. Take off your shoes and socks. ✓
B. Don't eat the sand.
C. Make a road.
3. What did the boy tell Dad at the dough table?
A. Don't eat the dough. ✓
B. Hold my hand.
C. Make a road.
4. What did Dad have for morning tea?
A. a dough pie
B. an apple and a drink ✓
C. a hamburger
5. What did the children do when Dad told stories?
laughed

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



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Brutus

The Story

When Brutus, the dog, is naughty, he is sent to live in the country but he doesn't like it and sets off to find Dina and her dad.

High-frequency Words

all right, cannot, can't, looked, open, people, showed, stop, stopped, their

Reading the Text

- Look at the cover. Ask: What animal is this book about? What do you think the title is? Which of the characters do you think is Brutus?
- Look at the illustration on pages 2-3. Ask: Who do you think Dina is? How do you know? Find the word that tells us where Brutus lives. (city)
- Talk through the illustrations. On pages 4-5, have students discuss what is happening. Ask: Where are Dina and her dad going? How is Dina feeling? How is Brutus feeling? Listen to the story together.
- 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 findings. Ask: What can you tell about the way the author describes the journey Brutus takes back to the city? (From country tractor to city bus) 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.

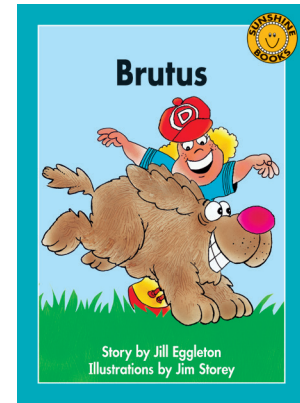
Returning to the Text

- Circle *Brutus* with the pen tool and focus on the br- letter blend. Have students suggest other words beginning with the same sound. List these.
- Ask students to look through the story and find examples of how the illustrator shows the actions and the feelings of the characters. They can use the pen tool to connect the illustration with the words in the text. For example, page 5, tear in Dina's eye; page 8, the farmer waving; page 9, Brutus sniffing the ground; page 11, Brutus barking; page 13, Brutus jumping; page 17, the bus driver's frustration; page 21, Brutus' speed and door scratching; page 23, hearts demonstrating love.
- Students reread the text independently or to each other.



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Writing

- Work with students to write and draw the story of Brutus' journey from the country to the city. They can draw a map of his progress and write captions for the action at each stage of his journey.

Home/School Link

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

Words: Letter blend br-

Thinking: Answer five comprehension questions

1. Why did people want Brutus to go back to the country?

A. He sniffed the ground.

B. He chased cats and cars. ✓

C. He jumped out of trucks.

2. Why wasn't Brutus happy on the farm?

A. There were no cats to chase.

B. He missed Dina and her dad. ✓

C. There were no people to bark at.

3. What is another word for land?

ground

4. How did Dina and her dad feel when Brutus came back to the city?

A. sad

B. angry

C. happy ✓

5. What should city dogs not do? Select the words.

no barking at people

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



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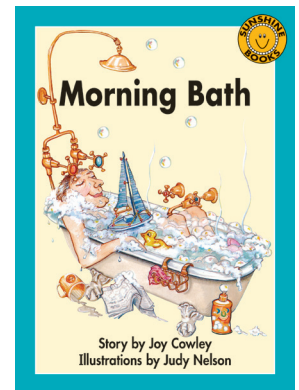
Morning Bath

The Story

Mr Porter is late for work so he arranges to go to work in his bath to save time.

High-frequency Words

again, because, cold, give, never, next, often, read, soon, very



Reading the Text

- Look at the cover and title page illustrations. Ask: What is this character doing with the bath? What is he wearing on the title page? Can this help you read the title?
- Talk through the illustrations. Have students predict what Mr Porter is doing with the bath.
- Listen to page 2 with students. Study words that are difficult and then reread the sentences.
- Read page 4 and circle *worked* with the pen tool. Discuss the verbs *work/worked* and the past tense. Have students find other verbs that are in the past tense in the story.
- Read page 14 and notice how two simple sentences are joined by a conjunction *but* to make a compound sentence. Find more of these in the story. (Conjunctions could be *and, as, if, then, when, or*). Discuss with students the advantage of joining two simple sentences on the same topic into one compound sentence.
- 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.

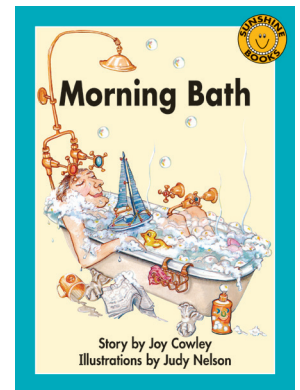
Returning to the Text

- Say the word *late* 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 *late* in the text and read it in context (page 3). Ask them what they notice about the word. They make comparisons with their spellings. Students suggest other words that rhyme with *late* and notice that they feature a silent e. (ate, date, crate, plate, skate, gate)
- Focus on the long /ee/ in *wheels*. (page 5) Students listen to the sound. They add other words to an illustrated word bank. (eel, feel, heel, keel, kneel, peel)
- In a group sharing session ask students to talk about the good ways they found of noticing and learning new words as they read.



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Writing

- Read pages 14–15 and together write and illustrate a class story about other fun ways to increase business.
- Give students simple sentences for them to combine to create compound sentences using joining words (conjunctions).

Home/School Link

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

Words: Match verbs to the past tense

Thinking: Answer five comprehension questions

1. Why was Mr Porter late for work?

A. His coffee was hot.

B. His hair was wet.

C. He lay in the bath too long. ✓

3. What was the wheel in the front of the bath for?

A. stopping

B. going

C. steering ✓

4. What was Mrs Porter's problem?

A. She didn't like water on the floor.

B. She needed a plug.

C. She couldn't have a bath while Mr Porter was at work. ✓

5. Why did the boss give Mrs Porter her own bath?

A. Mr Porter's bath was good for business. ✓

B. He didn't want Mrs Porter to get dirty.

C. He didn't want Mr Porter to be late for work.

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



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Old Grizzly

The Story

Old Grizzly refuses invitations to play and so finds himself alone.

High-frequency Words

day, down, goes, happens, more, play, should, shout, there, would

Reading the Text

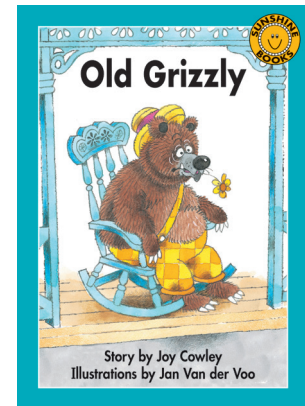
- Students look at the cover for clues about the story. Read the title. Ask: How is Old Grizzly feeling? Can you guess why? What other characters might we meet in a book about an old grizzly bear?
- Students look through the illustrations to work out how the clues on the cover and title page fit in the story. They refer to the text as they talk about the things they have noticed.
- Listen to the story. On page 2, ask: What is Grizzly Bear doing? What do you know about the words *Bear* and *chair* that give you a clue about the language in this story? Students listen to the sounds in *play*, *say* and *away*. They tell how they worked out words. Ask: What helped you work out *chair*? What helped you work out *play/say/away*?
- On page 12, students listen to the sounds in *would* and *should*. Ask: What do you notice about these words? What letter will you write for the sound at the beginning of *would*? What letters will you write for the sound at the beginning of *should*? Use the pen tool to circle the words in the text. Have students write c in place of w or sh. Ask: What will the word be?
- Students read with a partner. For help, they can tap on the text to hear it read. They try acting out different parts.

Returning to the Text

- Have students tell how they work out who is talking. Ask: On page 6, how do you know who is talking? How will you read these words? Show me. On page 10, read *grizzles*, *mumbles*, *grumbles*, *grumpy* *sigh* in context.
- Using the pen tool, have students circle the rhyming words in each sentence. Then with a different colour they circle the gr- sound of *grizzles* and *grumpy*. They list other words beginning with gr-.

Writing

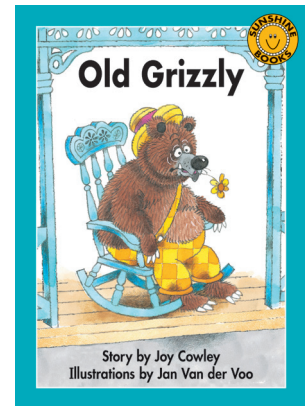
- Have students rewrite the story from Old Grizzly's point of view.
I sit on my chair, watching the band go by.
The drummers say, "Come and play!"
but I just tell them to go away.
- Or have students write a recount of the story.
Grizzly Bear sat alone, watching circus people go by.
They invited him to play, but he refused.
Finally, no more people came by.
Grizzly Bear felt sorry for himself.
Then two little dogs invited him to the circus.
He accepted and was very happy.
- Rewrite *Old Grizzly* with a child as the central character and other students asking the child to join them. Talk about why the child may not want to join in. Students illustrate the new story.





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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 gr-

Thinking: Answer five comprehension questions

1. What is the best word to describe Grizzly Bear at the beginning of the story?

A. grumpy ✓

B. happy

C. scared

2. Why was Grizzly Bear wrong to say that people don't care?

A. He sat on a chair.

B. The band, the clowns and the jugglers asked him to play. ✓

C. He ate their flowers.

3. When does Grizzly Bear start to feel alone?

A. when it is dark

B. when no one goes by ✓

C. when he eats a flower

4. Select the word that is the same as a breath you hear.

sigh

5. Why did Grizzly Bear shout "Hurray!"?

A. He liked jugglers and clowns.

B. He wasn't lonely anymore. ✓

C. He loved popcorn.

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



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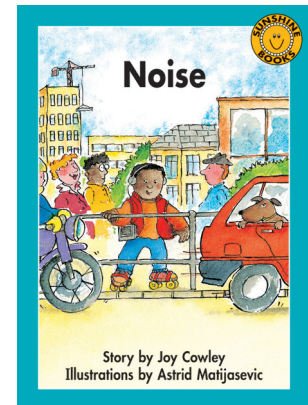
Noise

The Story

Children are surrounded by loud noises until their mother asks them to stop and listen.

High-frequency Words

can, had, keep, long, nothing, off, on, that, then, went



Reading the Text

- Ask students to look for clues that will help them think about the story. Look at the cover, title page and the names of the author and illustrator. Ask: What clues does Joy Cowley give us? What clues does Astrid Matijasevic give us?
- Students work with a reading partner to look for clues and think about the story. Ask: Where did you find clues to help you think about the story? In the title? Who gave you that clue? How did she do it? In the illustrations? Who gave you those clues? How did she do it?
- Read page 2 together, then have students read the story with a reading partner. Ask: How did you work out the children's names? How much help did the illustrator give you? What did the author do to help you read? What about the sound words? Were they hard or easy? What made them hard? What made them easy? How did you work out *had*? Did knowing some of the words like *on, off, went, the, said, I, you, can* help you read the sentences? What happened to your reading when the story pattern changed?
- Say the word *went* slowly. Have students say the word. Ask: What is the sound at the beginning of the word? What are the sounds that follow? What letter will we need to show the sound at the beginning? What letters will come next? Students learn to substitute one consonant for another to create a word family for -ent. (bent, dent, sent, tent)
- Have students find a word in the story beginning with pl- (*player*). They brainstorm other words beginning with pl- and make a word web.

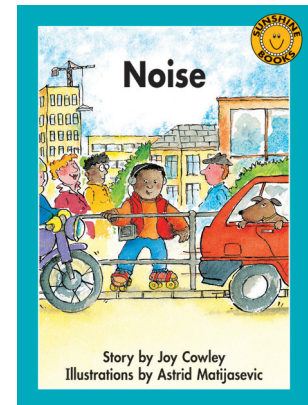
Returning to the Text

- Focus on *listening, listened*. Write *listen* on a chart. Ask students to name the letters that would make the words *listening* and *listened*. They find the words in the text to check and read in context.
- Have students brainstorm all the sounds they hear during a day. Together make an illustrated word bank of things we hear.
- Focus on the letter y. Students find words in the text that begin with y. (yukka, yah, yelled, you) They create a word web of y words.
- Focus on story structure. Work with students to write what happened at the beginning, the middle and the end of the story. Students can create artworks to illustrate what happened at each stage.



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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:

Writing

- Students reread the story with their reading partners. They draw and write words and phrases to record their ideas about the story on a sheet of paper. Come together for a group sharing session. Students choose an idea from their shared sheet and write a sentence about it. They can make drawings to illustrate the meaning of the sentence.

When Mum told the students to turn off their sound machines I felt sorry for them, because when my Mum does that I don't like it! I love loud noise!

- Write and illustrate a class big book of big noises, using a repeating pattern.

Car horns make a big noise.

Diggers make a big noise.

Then make a small book of small noises. Mice make small noises.

Birds make small noises.

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 pl-

Thinking: Answer five comprehension questions

1. What is the main idea of this story?

A. We should listen to the radio.

B. We should listen to the movies.

C. We should listen to sounds around us. ✓

2. What was Brent playing?

mp3 player

3. Find the word that means using your ears.

listened

4. On pages 10-11 what do you think makes the most noise?

A. the ambulance

B. the saw ✓

C. the cars

5. Do you think the noise stopped at the end of the story?

A. yes

B. no ✓

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



SUNSHINE CLASSICS

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Boring Old Bed

The Story

A boy looks for a new place to sleep when he gets bored with his old bed.

High-frequency Words

anywhere, good, I'm, new, next, only, place, thought, want, would



Reading the Text

- Students use the cover illustration and the title to decide what might happen in the story. Ask: How is the boy feeling on the cover? What could happen in the story to change his mood?
- Look at the title page. Ask: What is the boy doing now? What do you think will happen next?
- Read page 2 with students, thinking out loud as you work out words and phrases. Show them how to use their knowledge of sounds and letters in words and the context and grammar to work out the meanings of unfamiliar words and to make sense of what they are reading.
- Have students read the story with a partner. They can tap on the text to hear it read at any time. They practise studying a word or phrase, working it out, and then rereading the whole sentence with expression.
- Students listen as you slowly read the word *know* (page 14). Ask: How many sounds can you hear? What are they? What letters can we use to show these sounds? There is no /k/ sound in *know*. What happens to the word when we take away the k? (now) Students suggest other words featuring silent letters and odd spellings. (lamb, knock, gnome, wriggle, photo) Work with them to make up alliterative rhymes and illustrate them for a class book or display.

Returning to the Text

- Students listen to the blend of sounds in *old*. They identify the sounds, name the letters and substitute beginning letters to make new words. They make their own -old word books.
- Retell the story together and then make a timeline. As you reread the story, talk about the setting and characters, and what happens. Ask: Why do you think Jim is sick of his bed on page 2? What does *sick* mean in this sentence? Is changing things always better? Why did Jim ask the question “*Anywhere?*” Why do you think Dad said he could sleep anywhere?
- Students find compound words in the text. They say what the two words are and talk about what they mean. (somewhere, anywhere, armchair, fireplace)
- Focus on letter blends in the story. Students listen as you say *sleep* (page 2). They listen to the initial sound and name the letters that make it. They suggest other words that begin with sl-. Make a class sl- book together. They read the text to find other words beginning with a letter blend and use the model in the class book to write and illustrate their own blend books.

Writing

- Write the events in the story on sentence strips. Have students illustrate each event, match their artwork to the text and display it. Use the display to explore what happened at the beginning, middle and end of the story.
- Students draw and write labels to make a story map showing all the places Jim tried to make a bed.
- Students draw an event from the story. They write a caption for their artwork.
- Have students find a word in the story beginning with pr- (*problem*). They brainstorm other words beginning with pr- and make a word web.



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Words: Make four words using the pr- letter blend

Thinking: Answer five comprehension questions

1. What was wrong with the drawer?

A. It was too short.

B. It was too high.

C. It was too small. ✓

2. What was wrong with the bath?

A. It was too short.

B. The tap dripped. ✓

C. There were mice.

3. Where would you find soot?

A. in the bath

B. in the fireplace ✓

C. in the pantry

4. Where was the food kept?

pantry

5. Find the word that means nice.

lovely

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





SUNSHINE CLASSICS

Teaching Notes Level 15

Mrs Grimble's Grapevine

The Story

Mrs Grimble loves to eat grapes but so do the birds.

High-frequency Words

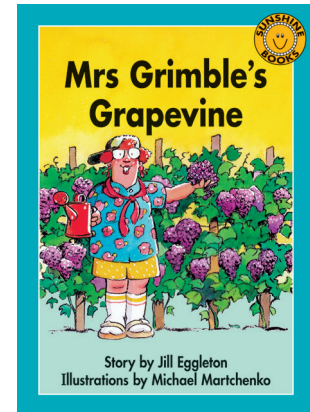
around, ate, came, cannot, could, don't, inside, make, over, under

Reading the Text

- Have students discuss about times when they have wanted something for themselves very much but have shared it to be fair. Brainstorm feelings around situations such as this.
- Look at the cover and title page and have students predict what the story might be about. Together decode the title, using knowledge of the letter blend gr- to sound out the words.
- Read or listen to the story together. Ask: Do you think Mrs Grimble is a nice person? How does her mood change throughout the story?

Returning to the Text

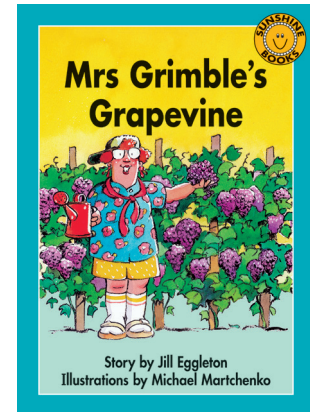
- Discuss the title with students and have them tell the meaning of the apostrophe. They find another apostrophe in the story (page 10).
- Talk about the word *grapevine* in the title. Ask: What two words make-up this one? Have students find other compound words in the story and fill in a three-column chart with the compound words and the two words that make them. Discuss the meaning of these words as individual words and the difference when they are joined as compound words.
- Look for prepositions in the story. (page 11; under, over) Read these together. Make a chart with an arrow beside each preposition to show its meaning.
- Students find words in the story that start with the digraph sh-. (*shook, shoo, she, shirt*) They make a list and read them. Students brainstorm any more they know.
- Students make a timeline of the story and then make a mind map or chart of Mrs Grimble's characteristics. They could use colours to show Mrs Grimble's feelings. They will need to remember all the important things in the story. Ask: What do you think the author thinks about Mrs Grimble?





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Writing

- Students research the methods used to keep birds from spoiling fruit in market gardens. They can make drawings and write a sentence to describe the method they are showing.
- Look at page 8 and have students write instructions on how to make a scarecrow. They use the method of steps 1, 2 etc to describe the procedure.
- Ask students to write a paragraph about something that is precious to them. They write how they felt when they first got it and then how they felt when they decided to share it with someone else.

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 gr-.

Thinking: Answer five comprehension questions

1. Why did Mrs Grimble have a grapevine?

A. She liked the birds to eat grapes.

B. She loved to eat grapes. ✓

C. The grapes looked nice.

2. What did Mrs Grimble do first to shoo the birds away?

A. She shook the grapevine. ✓

B. She hosed them with the hose.

C. She made a scarecrow.

3. What did Mrs Grimble do next to shoo the birds away?

A. She shook the grapevine.

B. She hosed them with the hose. ✓

C. She made a scarecrow.

4. What do grapes grow on?

grapevines

5. Find the words that tell why the birds and Mrs Grimble couldn't eat the grapes.

They could not get under the net.

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



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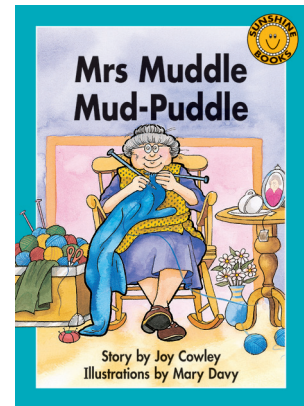
Mrs Muddle Mud-Puddle

The Story

Mrs Muddle Mud-Puddle goes to visit her friend, Bert, but she goes into a haunted house instead.

High-frequency Words

again, away, friend, himself, Mrs, poor, some, that's, under, you're



Reading the Text

- Have students focus on Mrs Muddle Mud-Puddle's face on the title page. Ask: What sort of person do you think Mrs Muddle Mud-Puddle is?
- Ask students to go through the pages and highlight what the illustrator did to show that this is a haunted house. For example, page 3, the bats flying over the roof; page 4, the cobwebs on the door knocker.

Returning to the Text

- Reread the story. Have students focus on describing words (adjectives). (wild, nice, giant, old) They tell how these improve the story and what it would be like without them. They suggest substitutes and tell how these would change the meaning of the story.
- Have students look for words ending in y and sounding like /e/ as in *baby*. (doggy, bony, kitty) Students list these and any others they know.
- Have students find the word *giant* on page 8. Say it together, focusing on the soft g sound. Together think of other words with the same sound (giraffe, gem, gentle, genius). Students say these words.
- Students draw a story map showing where Mrs Muddle Mud-Puddle went in the haunted house. Label the places and draw what she saw there.

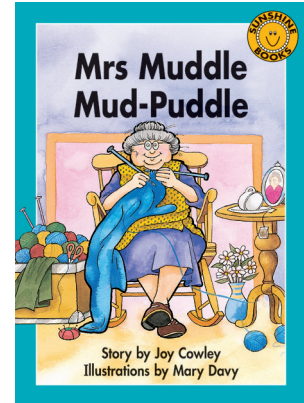
Writing

- Have students rewrite the story with different creatures in the house.
At the door, she met a big spider.
At the top of the stairs, she met a yellow chicken.
- Create a Problem/Solution chart. On a two-column chart with headings Problem and Solution, have students find the problems in the text and show the solution that Mrs Muddle Mud-Puddle found.



SUNSHINE CLASSICS

Teaching Notes Level 15



Home/School Link

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

Words: Match the adjectives to the nouns in the story

Thinking: Answer five comprehension questions

1. What is the main idea of the story?

- A. Mrs Muddle Mud-Puddle is kind.
- B. Mrs Muddle Mud-Puddle can't see very well. ✓
- C. Mrs Muddle Mud-Puddle is silly.

2. How do you know no one visits the house?

- A. The spider's web on the door ✓
- B. The dragon at the door
- C. The lion on the stairs

3. What did Mrs Muddle Mud-Puddle think the lion was?

- A. a curtain
- B. a kitten ✓
- C. a lion

4. Where on the stairs was Mrs Muddle Mud-Puddle when she met the bat?
halfway

5. Find the word that means the bones in the body.

She saw a bony skeleton.

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



SUNSHINE CLASSICS

Teaching Notes Level 15

The Little Yellow Chicken

The Story

The little chicken is having a party but his friends won't help.

High-frequency Words

about, done, friend, himself, little, ready, stop, thought, yellow, yourself

Reading the Text

- Read the title together. Look at the illustrations on the cover and title page. Have students describe how the chicken looks. Ask: What part of the illustration tells you this?
- Read the story to the class emphasising the different characters and the rhyme. Ask: Was it a good ending? Why? What other story does this remind you of?
- Students find the lines that are repeated through the story. Ask: On page 3, how does it help the story to have repetition? Notice the words starting with /b/. They read the page emphasising the b alliteration.
- Discuss the meaning of *Hop it!*; *Buzz off!*; *Stop bugging me!* Ask: What do the exclamation marks tell you about how to read these lines?

Returning to the Text

- Read the story together enjoying the rhyme and rhythm. Then reread the story looking for contractions in the text (*we're*, *I'm*, *don't*, *he'd*). List these with the two words they came from. Add any others students know. Read and discuss the meanings of them.
- Have students look at the syllables in words, for example, de-lic-i-ous; fan-tas-tic; a-maz-ing; chick-en; scrumpt-i-ous. They list the words in a three-column chart for one, two, or three syllable words. They clap and say the words.

Writing

- Students make a problem/solution chart for the events in the story and illustrate it.
- Have students write a new ending for the story. Ask: What else could his grandmother, the little red hen, have said?
- Students write a story about a party they have had or have attended and they describe what happened there.

Home/School Link

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

Words: Match the contractions to the two words that make them

Thinking: Answer five comprehension questions

1. What sort of chicken was the little yellow chicken?

- A. lazy
- B. red
- C. kind ✓

2. Who did the little yellow chicken phone?

- A. the little red hen ✓
- B. the frog
- C. the big brown beetle

3. What did the friends want to do?

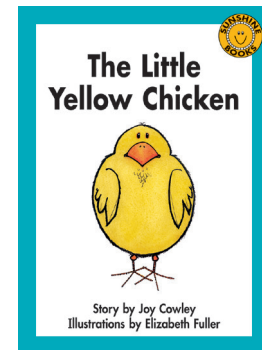
- A. the shopping
- B. the eating ✓
- C. the cooking

4. How did the friends show they didn't want to help?
turned their backs

5. Find the word that means not doing anything.

lazy

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





SUNSHINE CLASSICS

Teaching Notes Level 15

Soup

The Story

Souperman makes soup for the workers. He uses his soup for another purpose too.

High-frequency Words

after, can't, made, more, over, people, shall, something, sometimes, soon

Reading the Text

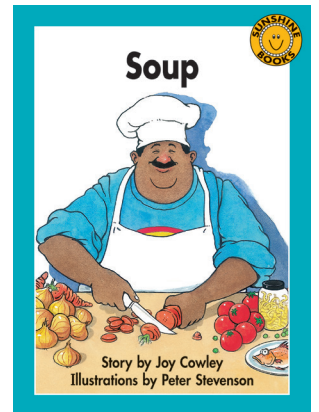
- Look at the illustrations on the cover and title page to work out the title. Read the title together.
- Discuss what types of soups might be made. Look through the pictures together noting the different soups and events.
- Listen to the story together. Ask: What is a hero? Students tell about any heroes or people they admire or look up to. Ask: Why are both Souperman and Souperwoman heroes in the story? Discuss the different spelling to that of the film "Superman".
- Go to page 12 and discuss the meaning of *Alas!* Ask: How would you read this word?

Returning to the Text

- Read the story together. Have students notice the sound word on page 10. Read it as if you can hear the fire hissing.
- Retell the story. Students find words that start with the letter blend gr-. List them and add any others they know. Read the list together.
- Have students find and list compound words from the story. They write next to each one the two words that make them up. Discuss their meanings.
- Students make a timeline from the text on pages 6-11, showing how a spark turns into a huge fire and how it was put out. Label and illustrate it.

Writing

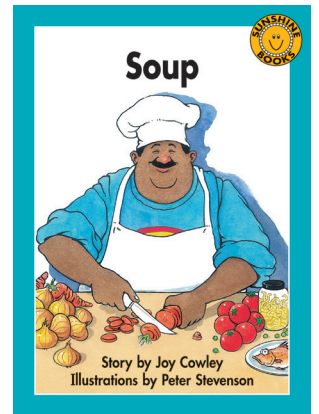
- Students list all the types of soup in the story and add any others they know. Each student states what their favourite is. They collaborate to present the information as a class graph.
- Talk about the way the author uses problems and solutions to construct the story. For example, What happens first? – An accident occurs; Souperman saves the situation; Another problem occurs; Souperwoman to the rescue. Students can use this as a basis to write a personal story.





SUNSHINE CLASSICS

Teaching Notes Level 15



Home/School Link

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

Words: Join two words to make compound words

Thinking: Answer five comprehension questions

1. What shows that the soup was hot?

- A. the red soup
- B. the orange soup
- C. the white steam ✓

2. Find the word that means a place where things are made.
factory.

3. Why was the fire in the factory blazing?

- A. The soup burnt.
- B. Some oil burnt. ✓
- C. The noodles burnt.

4. What did the people do when the fire went out?

- A. They grumbled and growled. ✓
- B. They had lunch.
- C. They went back to work.

5. What word did the people call Souperman?

hero

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