



SUNSHINE CLASSICS

Teaching Notes Level 16

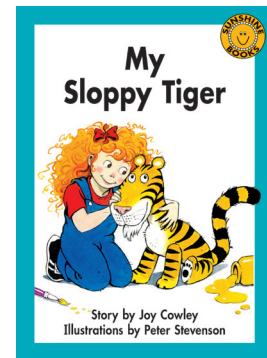
My Sloppy Tiger

The Story

A little girl encounters a series of problems when she decides to take her sloppy tiger to town.

High-frequency Words

again, comes, made, never, new, over, pleased, think, very, wants



Reading the Text

- Students use the cover and title page illustrations to say who they think the characters will be. Ask: What is the tiger doing? What are some words you would use about this tiger? Can you think of one that begins with sl-?

- Listen to the title and summarise the story using this story structure as you read the illustrations.

The little girl tells her sloppy tiger they're going to town.

Her sloppy tiger gets so excited he spills jam on his fur.

While cleaning up the jam, he gets water all over the place.

While cleaning up the water, he gets the girl's T-shirt dirty.

Finally, they are ready to go to town.

The sloppy tiger gets so excited, he steps in a pot of paint.

- Listen to each page with students. Pause to discuss words that are difficult and reread the phrase or sentence or tap the text to hear it read. As each page is read, ask questions about events and language. Ask: What word describes the tiger on page 2? (sloppy) What did he wipe his face with? (tablecloth) What happened to his milk? Why? How long does it take the girl to clean up his room on page 4? How long is all morning?

- Have students focus on how the illustrations tell us more about sloppy tiger. Ask: What are some of these things? Students read and show relevant parts to give examples as they respond to questions.

- Have students read the story themselves. If they need help, they can tap on the text to hear it read.

Returning to the Text

- On page 2, have students identify the onset sp- and rime -ills. They suggest other words that rhyme. Give them some consonants and blends to create new words using the word family -ill. (bill, fill, hill, Jill, kill, mill, pill, still, till, will)

- Read out a selection of words – will, today, spill, hill, thrill, cat. Have students name the “odd ones out”.

- Go to pages 14–16. Have students use the pen tool to mark the word *gets*. On page 16, have them mark the word *steps*. Say the words together. Students identify the medial vowel. Have them make new words by substituting the medial vowel. Change get to got, got to not, not to net and net to nut?

- Students look closely at *sloppy* on page 2. Ask: What do you notice about the word?

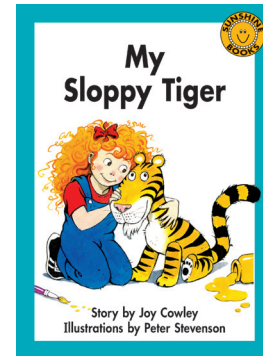
Have them suggest other words that begin with the blend sl-. (slimy, slug, sleep, slide, sleeve, slipper, sled) Write the words on a sl- chart. Have them suggest other words that end with -y like *sloppy*.

- Focus on words that begin with a blend of three consonants. Students listen to identify the sound of each consonant as you say the words slowly. Ask: What are the three sounds you hear at the beginning of *splish*, *splash*, *scrub*? Can you tell me more words with a blend of three consonants at the beginning? Together make a chart of these words.



SUNSHINE CLASSICS

Teaching Notes Level 16



Writing

- Create a cloze activity using sentences from the story. Write the sentences on strips, leaving out words for students to find substitutes with a similar meaning.
- Students draw and write on charts to illustrate what made the tiger sloppy in this book.
- Students find out about tigers. They prepare two charts, What we know about tigers and What we want to find out about tigers.

Home/School Link

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

Words: Letter blend scr-

Thinking: Answer five comprehension questions

1. What is the first thing sloppy tiger messes up in the story?

A. He steps in a pot of paint.

B. He spills milk. ✓

C. He spills jam.

2. What is the last thing sloppy tiger messes up in the story.

A. He steps in a pot of paint. ✓

B. He spills milk.

C. He spills jam.

3. Why couldn't the girl go to town in the morning?

A. She had to clean up sloppy tiger's room.

B. She had to wash her T-shirt.

C. She had to clean the bathroom. ✓

4. Why did sloppy tiger make so much mess?

A. He didn't like to go to town.

B. He loves to go to town. ✓

C. He is naughty.

5. What were the girl's feelings about sloppy tiger?

A. She didn't like him being sloppy but she loved him. ✓

B. She didn't like him because he was sloppy.

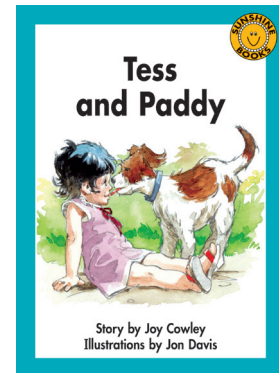
C. She liked shopping more than she liked sloppy tiger.

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



SUNSHINE CLASSICS

Teaching Notes Level 16



Tess and Paddy

The Story

When a two-year-old girl goes to stay with the next-door neighbours, she makes friends with their dog.

High-frequency Words

after, also, asked, became, gave, more, most, nearly, next, why

Reading the Text

- Students look at the illustrations on the cover and title page. They make guesses about the main idea of the story. Ask: Who are the main characters? What do you think will be important about this story?
- Talk through the illustrations. Ask: How do you think this story will begin? Have students tell what will happen next after each event and look carefully at illustrations to confirm their ideas. They listen to the story with a partner.
- Read the story together. Ask students to identify what happens in each paragraph. Focus on mood. Ask: How do the characters feel about each other at the beginning and at the end of the story? How did the characters' feelings change? When did they change? What happened to make them change? What things in the illustrations give us ideas about the characters' feelings? What words give us ideas about the characters' feelings? How would you read those parts?

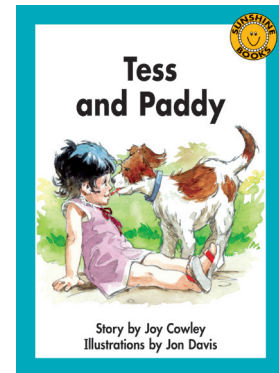
Returning to the Text

- Say the word *like*. Ask: How many sounds can you hear? What is the beginning sound? What sound can you hear at the end? Have students listen and say the word, identifying the sound in the middle. They suggest letters that show the sounds in *like*. They use their knowledge of *like* as a high-frequency word to spell the word correctly. Ask: Can you help write other words that rhyme with *like* and end with a silent e? (bike, hike) Students go to page 14 and find the other word in the text with a long /i/ sound and a silent e (time).
- Say the words *cried* and *tried*. Ask: What letters would you use to show the sounds in *cried* and *tried*? Have students find the words in the context of the story (pages 4 and 6) and check their guesses. They write the words and suggest other words that rhyme. (fried, died, dried)
- Discuss action words, called verbs. Have students find verbs in the story and create a three-column chart with the verb and its past and present forms using -ed and -ing endings.
- Focus on the apostrophe to show possession. Have students find examples in the text. Ask: One page 2, whose baby is it? (The baby belongs to the neighbour.) How is this shown in the words *neighbour's baby*? (by adding 's) On page 6, whose dish is it? (Paddy's) On page 10, whose pool and whose bowl? (Tess's and Paddy's)
- Have students use the pen tool to circle the verb on each page and link it with the action in the illustration where appropriate.



SUNSHINE CLASSICS

Teaching Notes Level 16



Writing

- Students write sentences about events in the story, using punctuation to help the reader know where to pause and how to read them.
- Students use the white text box to write words to describe the characters on the pages of the story.
- Students make collage pictures of their pets. They write sentences about what they look like, what they eat, what exercise they need and any other special features. Students give a short talk about pets and what they do to look after them.

Home/School Link

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

Words: Match the verbs

Thinking: Answer five comprehension questions

1. At the boy's house, who did Tess like most of all?

A. Mum

B. Paddy ✓

C. the boy

2. Why did Mum yell when Tess ate Paddy's food?

A. Dog food wasn't good for Tess. ✓

B. Paddy would be hungry.

C. She wanted to eat it herself.



SUNSHINE CLASSICS

Teaching Notes Level 16

The Traveller and the Farmer

The Story

A traveller fools a farmer into providing him with food.

High-frequency Words

again, be, better, can't, from, give, good, ran, soon, would

Reading the Text

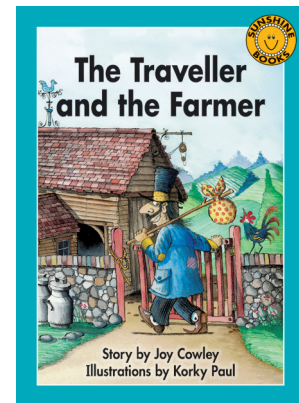
- Students look at the cover and work out the title. Ask: What is the man carrying? Does the illustration give you a clue to what he might be? Where might you find roosters?
- Look at the illustrations on pages 2–3 and have students confirm the title.
- Listen to the story together. Talk to students about the way in which the traveller manages to trick the farmer into adding more food to the soup.
- Students discuss 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?
- Give students time to read the story on their own.
- Work through the text finding sentences with exclamation marks. Students practise reading the sentences with expression. Ask: How do you think the author wants us to read this sentence? Why? Why has she used an exclamation mark? How would you read this sentence?

Returning to the Text

- Have students brainstorm the characters in the story. They tell the sort of person they think the traveller is. They can think of some describing words about him. (sly, clever, cheeky, smart) They then think of words to describe the farmer. (mean, foolish, lonely) Students draw a Venn diagram to record this discussion about the sort of people the traveller and the farmer are, showing their similarities and differences. Or work together to do this, with the students recording the finished diagram themselves.
- On page 8, ask: How did the traveller fool the farmer when he talked about the soup? (Only the traveller tasted the soup.)
- Read the story on page 2. Discuss words that end in -er and their meaning, for example, the *farmer* is a person who farms; the *traveller* is a person who travels. Have students list other -er words. (teacher, player, speaker, learner)

Writing

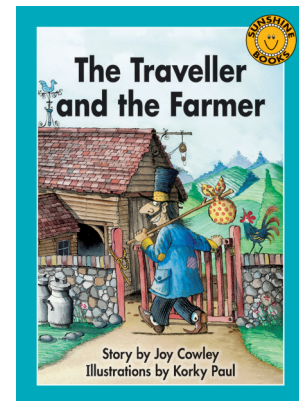
- Support students in rewriting the story in indirect speech.
The traveller told the farmer that he was hungry and asked for food.
The farmer told him there was no food in the house.
- Have students write a newspaper report about the stone soup.
- Have students write the recipe for stone soup.





SUNSHINE CLASSICS

Teaching Notes Level 16



Home/School Link

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

Words: Words ending in -er

Thinking: Answer five comprehension questions

1. Why did the farmer tell the traveller he had no food?

A. He had no food.

B. He forgot he had food.

C. He didn't want to share. ✓

2. What did the traveller put in the soup?

A. water, stone

B. water, stone, potato, carrot, onion, meat ✓

C. water, stone, sand, carrot, potato, rock

3. Select the words that show how the traveller tricked the farmer?

it would be better with some meat

4. How did the farmer feel by the end of the story?

A. angry

B. sad

C. amazed ✓

5. What did the men eat with the soup?

bread

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

The Trouble with Heathrow

The Story

Heathrow is a beloved family pet, but he is naughty.

High-frequency Words

anyway, been, don't, everyone, fast, having, much, never, too, very

Reading the Text

- Look at the cover. Ask: What animal is this book about? What do you think the title is?



SUNSHINE CLASSICS

Teaching Notes Level 16

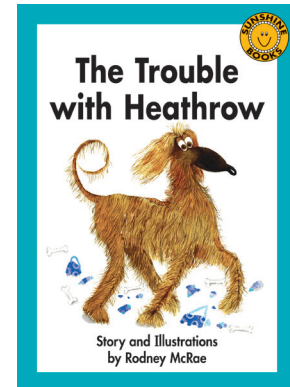
The Trouble with Heathrow

The Story

Heathrow is a beloved family pet, but he is naughty.

High-frequency Words

anyway, been, don't, everyone, fast, having, much, never, too, very



Reading the Text

- Look at the cover. Ask: What animal is this book about? What do you think the title is? What do you think the dog's name is?
- Look at the illustration on the title page. Ask: Why is the dog lying like this? Have students predict what the trouble with Heathrow might be.
- Talk through the illustrations. On pages 8–9, have students discuss what is happening. Ask: How is Heathrow feeling? On pages 10–11, how is Dad 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 their findings. Ask: What can you tell about the way the author builds the list of trouble Heathrow causes? Add their statements to the structure chart and display for others to share.
- Ask students to read the text independently. For help, they can tap the text to hear it read. They discuss how correct their predictions were.

Returning to the Text

- Circle *trouble* with the pen tool and focus on the tr- letter blend. Have students suggest other words beginning with the same sound. List these.
- On page 14 circle the word *loudly* with the pen tool. Discuss the suffix -ly and have students think of other words that they know ending with -ly that tell how something was done.
- Students look through the story and find examples of how the illustrator has shown the actions of Heathrow. Ask: What facial feature has the illustrator used to show feelings? (the eyes)

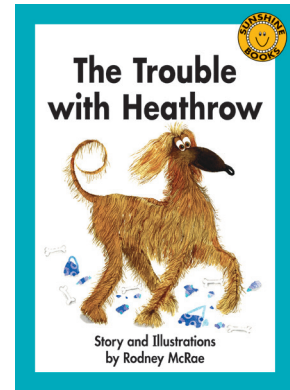
Writing

- Work with students to write and draw the sequence of Heathrow's actions. They can draw a timeline of his antics and write captions for the action at each stage until he is caught by the dog catcher.



SUNSHINE CLASSICS

Teaching Notes Level 16



Home/School Link

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

Words: Letter blend tr-

Thinking: Answer five comprehension questions

1. What other pets do Heathrow's owners have?

A. a rabbit and a cat

B. a bird and a cat

C. a rabbit and a bird ✓

2. Why does the dog catcher catch Heathrow?

A. He goes for walks and fights other dogs. ✓

B. He lies on the floor.

C. He never wipes his feet.

3. Select the word that tells what Heathrow would like to be.
person

4. How do you know Heathrow isn't a clever dog?

A. He never learns his lessons. ✓

B. He goes for long walks.

C. He lies on the floor.

5. Which sentence is the best summary of the story?

A. Our dog causes trouble but we love him. ✓

B. Our dog is bad.

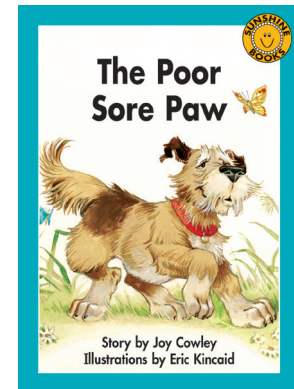
C. We like our rabbit more than our dog.

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



SUNSHINE CLASSICS

Teaching Notes Level 16



The Poor Sore Paw

The Story

When Dog gets his paw stuck while crossing a bridge, other characters in the story cannot get home for their dinner, until two children come along.

High-frequency Words

across, because, can't, couldn't, down, going, over, stopped, want, way

Reading the Text

- Students look at the detail on the cover illustration. Ask: What can you say about the dog? How does he feel? Why do you think he feels like that? How does this illustration help us work out words in the title? What clues are there in the illustration and the words? Where else can we get other ideas about the story?
- Students look at the title page. Ask: What more do we find out about this story? How does the dog look on this page? What do you think could happen to make the dog look miserable? What could happen to make him feel better?
- Students listen to the words in the title. Ask: What do you notice about these words? They suggest words that rhyme with *sore* and *paw*. Write up the words (jaw, door, bore, for, law, more, gnaw, raw). Have students look closely at the words. They notice that they feature sounds that rhyme, but have different spellings. Help students to sort the words into groups of words with the same spelling. Write the words into a chart.
- Read page 2 with students. Ask: What language do you think you might find on the next page? Turn to page 4. What will the goat say? Continue to read the story together, asking what might happen before they turn each page. Students construct their own story based on what they see in the illustrations, and what they expect from the pattern of the story.

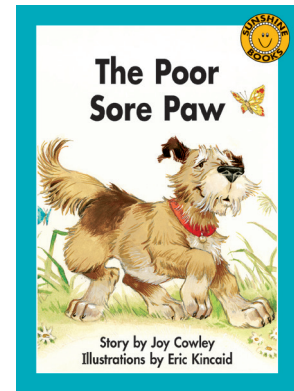
Returning to the Text

- Students work with their reading partner to reread the story. Ask: How would you read a story like this? Would you read one page each? Would you take parts? Would you read the whole story together? Students share what they have done in a group sharing session.
- Talk about the text. Ask: How did the language in the story help you work out what was going to happen even before you turned the page? What happened to your reading when you got to a difficult part? Can you read that part and show us what you did? How soon did you know that the pattern of the story was going to change? What can you say about the characters? If you were asked to give some of the characters advice, what would it be?
- Together focus on capital letters for proper nouns. Students find words that name the characters. They give reasons for the capital letters at the beginning of each name. They find more examples in other texts or suggest other categories of words that always start with a capital letter. (days of the week, months, brand names)



SUNSHINE CLASSICS

Teaching Notes Level 16



Writing

- Reread the story. As sentences are read ask students who, what, where, how, why questions. Dog was going across the bridge, when he got his paw stuck. Who was going across? Where was he going? What happened? Students work with a partner. They read and ask questions about each sentence. Then they write their own sentences about things that happen in the story. They can look at the illustrations for ideas.
- Work together to write an innovation on the story, involving pets, students in the class or people in a family.
- Create a chart that matches characters and sound words. Students create a comic strip for the wall. They write the animal sounds in speech bubbles.
- Discuss opposites and have students find the opposites to words in the story. (yes/no, up/down)

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. What noise did Cow make?

A. Boo-hoo-hoo-hoo!

B. Moo-oo-oo-oo! ✓

C. How-ow-ow-ow!

2. What order did everyone go onto the bridge?

A. Goat, Cow, Dog, farmer

B. Dog, Goat, Cow, farmer ✓

C. Dog, Cow, Goat, farmer

3. What noise did Goat make?

A. Boo-hoo-hoo-hoo!

B. Maa-aa-aa-aa! ✓

C. How-ow-ow-ow!

4. What got stuck in the bridge?

paw

5. Find the words that tell that everyone was stuck on the bridge.

traffic jam

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



SUNSHINE CLASSICS

Teaching Notes Level 16

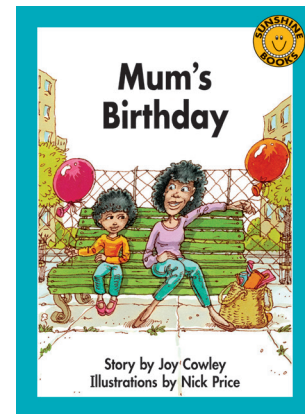
Mum's Birthday

The Story

A girl who wants to buy her Mum a present gets lots of ideas from the people she asks.

High-frequency Words

about, best, better, give, going, what, when, who, whole, would



Reading the Text

- Students use the cover and the title page to say what they think will happen in the story. Ask: How will the story begin? What might happen then? How will it end? They look at the title page and decide why the girl is helping her mother with the dishes.
- Read the story to students. Ask them to describe the pictures they have in their minds as you read about each event. Ask: What is the picture you have in your mind of the woman with tattoos? Where do you think she is? What might she be doing? How do you think the girl will look? What sort of expression might she have? Students confirm their predictions in the illustrations and text as they read independently and then with a partner.
- Students listen to *was, want, what, wanted*. They identify the sounds in the words and suggest the letters used to represent those sounds. Ask: What do you notice about the sounds in the words? Students help write other words with a pronounced o. (wash, wand, squash)
- Have students listen to the sound at the end of *mother*. They find the word in the text and notice the letters. They find other words that end with -er in the text and notice that they have the same sound. (her, flowers, teacher, better)
- Students read the story to find what each character suggests for a present, and what they say about the previous person's idea. Write up the ideas on a chart.

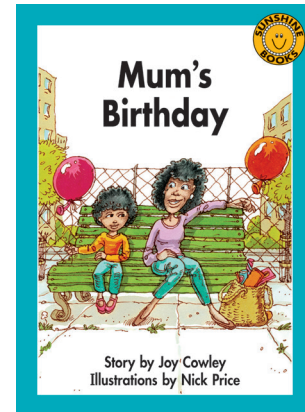
Returning to the Text

- Reread the story together. Explore the use of the comma to separate dialogue from the speaker. Students practise reading these sentences and pausing at the commas.
- Have students find questions in the story. Write the questions on a chart. Ask: What do you notice about the way the questions are written? What words do they begin with? How will you read them?
- Have each student choose a sentence from the story. They use all the information on the page to read their sentence aloud, with the appropriate expression. They can illustrate their sentence.
- Students find words used for asking questions and read them in context. Ask: What do you notice about the letters at the beginning of the words? How many letters make wh-? How many sounds? What other words begin with two letters for one sound (ch, sh, th)? Make a chart of words like these.



SUNSHINE CLASSICS

Teaching Notes Level 16



Writing

- Students make large pictures of the characters and write what the characters said in speech bubbles.
- Students say what they think would be wrong with the presents and make some suggestions of their own. They make drawings and write their own suggestions. Have them explore the good points of the present suggestions.
- Students write characters' names and descriptions on separate cards. They arrange the cards in sequence to make a timeline. They use the timeline to retell the story.

Home/School Link

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

Words: Make words with assorted letter blends

Thinking: Answer five comprehension questions

1. On the cover, what shows you this book is about a birthday?
A. red balloons ✓
B. the seat
C. Mum's basket
2. What did the man upstairs say Mum would like?
A. flowers
B. perfume
C. chocolates ✓
3. What did the woman have on her arms?
tattoos
4. What did Mum do when she was thinking?
shut her eyes
5. What did Mum want for her birthday?
A. perfume
B. flowers
C. birthday card ✓

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



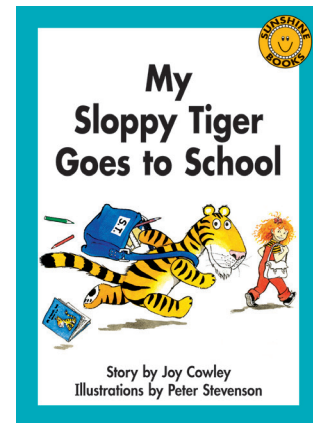
SUNSHINE CLASSICS

Teaching Notes Level 16

My Sloppy Tiger Goes to School

The Story

A girl who takes her tiger to school experiences a string of disasters until they go outside to the playground.



High-frequency Words

always, couldn't, goes, having, himself, outside, saw, take, that's, where

Reading the Text

- Tell students the story using the following framework. The sloppy tiger goes to school. He is very excited. First, he tries the computer, but he messes it up. Next he tries reading, but he messes up the books. Next he tries painting, but he gets paint all over the place. Next he messes up the play and the singing. Classroom activities are not for tigers. At playtime he wins all the races. Playgrounds are good for tigers. Students listen to identify setting, characters and plot. Ask: Who are the characters? Where does the story take place? What happens in the story? Is there a main problem? How is this solved?
- Read the title. Students listen to the sound at the end of *sloppy*. Ask: What sound can you hear? What letter would you use to show that sound? Can you find other words in the story that end with a y that makes a long e sound? (*definitely*) Students add the words to a class dictionary.
- Students read the first sentence on page 2. Ask: How do you feel when you read this sentence? What sorts of things do you think will happen in a story that starts like this?
- Support students to read the story with a partner. Ask them to pause, think and talk as they read. They practise retelling the story with their partner. Ask: What can you remember about the setting, the characters and the story?
- Ask students to find selected parts of the story. They say how they found out about the setting, events and the characters and their reactions and feelings from that part of the story. Have them point out detail in illustrations and read relevant parts out loud. Ask: Why did the sloppy tiger behave like this?

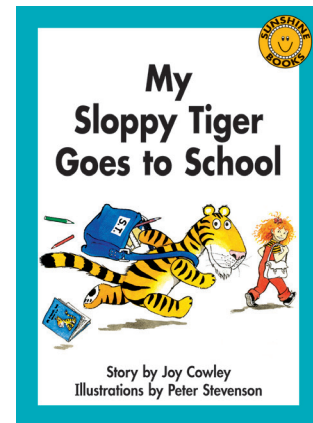
Returning to the Text

- Students identify the pattern of events and language in the story. Ask: What actions are repeated? Is there language that repeats? Can you read or show us those parts? What happened to change the pattern of events and language in the story? How did you feel when you read that part?
- Students identify the action words as you read the text. (bounded, jumped, licked, tore) They spell the words as you write them on a chart. Ask: What do you notice about the words? Students look at similarities and differences. Make a chart to show how the endings of the action words change.
- Have students find the compound words in the story (*playtime, classroom*), list them and discuss the two words that are joined to make the compound words.



SUNSHINE CLASSICS

Teaching Notes Level 16



Writing

- Reread the story together. Ask: What information about the sloppy tiger can you find in the words and in the pictures? Ask students to describe the sloppy tiger by giving five true statements. They read parts of the text to give examples. Students write and illustrate sentences describing the sloppy tiger. Then they demonstrate how to read the sentence they have written. They point out the capital letters and punctuation they have used and give reasons.
- Read the three sentences at the start of page 6 together. Ask: Why are these sentences in the present tense? (Because they are about the things the sloppy tiger always does.) Work together to rewrite the rest of the story in the present tense.
- Students help rewrite the story from the tiger's or the teacher's point of view. Ask: How would the story change if the sloppy tiger or the teacher were telling it? When did the girl tell the story? Before she went to school with the sloppy tiger, when she was at school, or after she had been to school?

Home/School Link

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

Words: Make compound words

Thinking: Answer five comprehension questions

1. What did the teacher think sloppy tiger was doing?
A. kissing her
B. licking her
C. tasting her ✓
2. What is the sloppy tiger doing?
A. playing hide-and-seek
B. scratching his eyes
C. pretending to cry ✓
3. Who won the races in the playground?
A. the sloppy tiger ✓
B. the girl
C. the teacher
4. What sort of noise did sloppy tiger make when he was singing?
terrible
5. Find the word that means rushed.
bounded

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



SUNSHINE CLASSICS

Teaching Notes Level 16

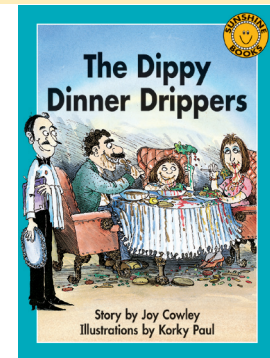
The Dippy Dinner Drippers

The Story

The Dippy family are very messy eaters. They drip and drop so much food on their clothes that their clothes become a meal, too.

High-frequency Words

ate, ever, gone, new, night, our, their, them, they, were



Reading the Text

- Students look at the detail in the cover illustration. Ask: What can you say about the people eating and the tablecloth? How does this illustration help us work out the words in the title?
- Look at the title page illustration for more clues. Ask: What do you notice on the floor?
- Students listen to the words in the title, then read them together. Ask: What do you notice about these words? This is called alliteration when an author uses words that start with the same letter.
- Have students predict what might happen in the story. They read the first two pages and predict what might come next. Notice the delight on the faces of the people eating on pages 4–5. On pages 6–7, ask: What do you think will happen next?
- Continue reading to the end of page 11. Ask for prediction again and then read to the end. Ask: What do you think the monkey will do?

Returning to the Text

- Reread the story noticing the repetition. Ask: How does the repetition help the flow of the story? *Slip and drip. Slop and drop.* What do you notice about these words? Think of other words that end with -ip and -op (snip, sip, skip; pop, hop, top, stop)
- Have students find more examples of alliteration (on page 6, weird and wonderful and on page 14, Peanuts and popcorn).
- Students add to their list of compound words. (cornflakes)

Writing

- Students make a timeline of the story. They label the events and illustrate them.
- Have students continue the story after page 16. Ask: What happens next when the monkey follows the family home? They can illustrate their story.

Home/School Link

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

Words: Match verbs with the past tense form

Thinking: Answer five comprehension questions

1. What did the Dippy family eat at midday?

A. cornflakes, marmalade and milk

B. spaghetti, salad and custard

C. soup, bread and melon ✓

2. What looked like works of art?

A. their clothes ✓

B. their meals

C. their home

3. What did they eat at the circus?

A. soup, bread and melon

B. spaghetti, salad and custard

C. peanuts, popcorn and hot dogs ✓

4. What word tells about the goat?

hungry

5. Find the word that means strange.

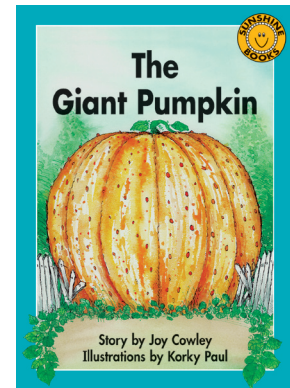
weird

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



SUNSHINE CLASSICS

Teaching Notes Level 16



The Giant Pumpkin

The Story

Mr and Mrs Pip discuss what to do with their giant pumpkin.

High-frequency Words

good, grew, idea, make, Mrs, suddenly, what, which, would, wouldn't

Reading the Text

- Look at the cover and title page illustrations. Ask: What could the title say? How do the illustrations help? Mention the soft g sound in *giant*. Ask: Who are the characters on the title page? What are they doing?
- Ask students for ideas on what they think might happen in the story. Ask: What would they do with a giant pumpkin?
- Listen to the story together. Ask: Was it a good ending? Why?
- Have students retell the story using the illustrations. Talk about the way ideas are illustrated in thought balloons or bubbles.

Returning to the Text

- Read the story together changing voices for Mr and Mrs Pip.
- Have students reread in pairs with one taking the part of Mr Pip and the other Mrs Pip. • Have students notice words that have a hard g sound compared to the soft g in *giant*. They make a list and read them together. (*garden, good, grew*)
- Discuss sound words or onomatopoeia in the story. Have students find the word *bang* on pages 12–13. Ask: How would you read this word? Discuss the purpose of onomatopoeia in the text and invite students to recall other examples.
- Find contractions in the story and say what two words they are short for. (that's – that is; let's – let us)
- Find the word *squashed* on page 8. Say the beginning sound /squ/? Have students think of other words they know starting with /squ/. (squeeze, squeal, square)

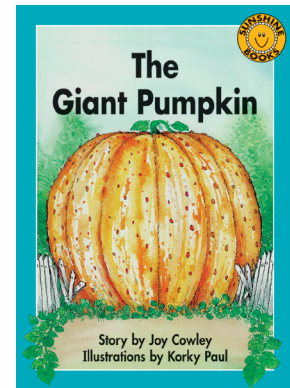
Writing

- Students rewrite the story using a different vegetable and different ideas about what it could be.
- Students rewrite the story as a play.
- Have students write about a week-long party. Ask: What would you do each day for a week if your birthday party lasted that long?



SUNSHINE CLASSICS

Teaching Notes Level 16



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 with the two words that make them

Thinking: Answer five comprehension questions

1. Is this story real or made-up?

A. real

B. made-up ✓

2. What word tells about the pumpkin?

A. good

B. giant ✓

C. red

3. What is a cradle?

A. a baby's bath

B. a baby's bed ✓

C. a food plate

4. Find the word that means times two.

double

5. Find the words that tell what happened to the pumpkin.

“make some pumpkin soup.”

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



SUNSHINE CLASSICS

Teaching Notes Level 16

Superkids

The Story

Superkids rid the town of the giant, the monster and the dragon.

High-frequency Words

afraid, again, back, let's, people, out, over, threw, was, we're

Reading the Text

- Look at the cover illustration and read the title together. Look at the title page. Students look for clues that would help them predict what will happen in the story.
- Listen to the story. Discuss why the children are called *Superkids*.
- Read the story together focusing on words that rhyme. (*drown/town*) Students notice that when reading this story aloud, it has a catchy rhythm. Together clap the rhythm/pattern as you read page 2.

Returning to the Text

- Students reread the text noticing the repetitive parts. Ask: How do these help the flow and the meaning of the story?
- Students tell how sound words make the story interesting. (*crack* page 4, *bubbled* page 6, *flashed* page 8) They say these words imitating the sound and then think of more sound words like crash, splash.
- Students make an illustrated timeline showing the interesting words the authors used. They first draw a dragon and write the words *dragon*, *hot air*, *brown leaves* under it and then *giant* and so on.
- Have students scan the story to find words with one, two or three syllables. Together clap and say – su/per/kids, gi/ant; mon/ster; a/fraid; drag/on; cel/e/brate.

Writing

- Have students write a three-column chart of one, two or three syllable words from the story. They read the lists aloud.
- Students write a story describing how the people felt before Superkids came along. They use the illustrations of the faces of the people to help them. They describe the party the people had and how they felt at the end of 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 words that rhyme

Thinking: Answer five comprehension questions

1. Who came to town first?

A. the monster

B. the dragon ✓

C. the giant

2. Find the words that tell this wasn't the first time the giant had come to town.

not again

3. Where did the Superkids throw the monster?

A. into the river

B. out to the stars ✓

C. over the mountain

4. Find the words that tell how brave the Superkids were.

not afraid

5. Find the word that means to have a good time.

celebrate

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

