



SUNSHINE CLASSICS

Teaching Notes Level 17

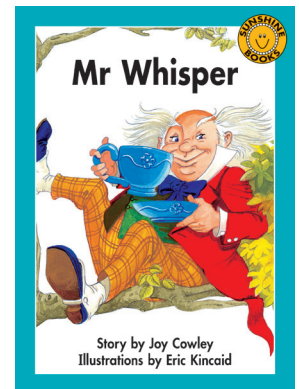
Mr Whisper

The Story

When Mr Whisper breaks his blue cup, he has problems shopping for a new one.

High-frequency Words

again, can't, loud, louder, much, need, please, shouted, still, too



Reading the Text

- Look at the cover and title page illustrations. Ask: What clues about the story can you find? Listen to the title. Ask: How will a character called Mr Whisper fit into a story about a blue cup that gets broken?
- Have students work with a partner to use the illustrations to tell the story. They share their retellings in a group session.
- Read the story together. Students use their memory of the events and the detail in the illustrations to work out the text. They say how they would read the various parts of the story, and read out loud to demonstrate. They can tap the text at any time for help.
- Ask: How do you shout in a whispery voice? How would you read in a voice so loud that it would shake the shelves? How will you read the word for the noise the cups made when they fell down? How would you read the singing part at the end?
- Students suggest words that rhyme with *blue*. List the words. Ask them to say what they notice about them. (blue, two, new, to, do, zoo, crew, shoe, too, few, who, you, true, too) Write the words on separate cards. Students sort them into groups of words with the same spelling.
- Students listen to the sounds in *cup*. Ask: What sounds do you hear? What letters do we need to show those sounds? Students listen to the sounds in *up* and *pup* and name the letters.

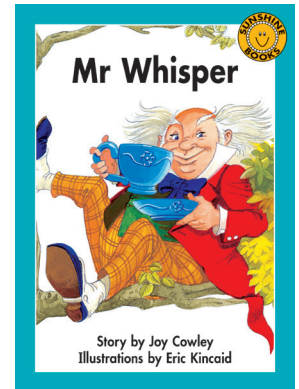
Returning to the Text

- Circle the word *whisper*. Discuss the digraph wh- and have students suggest other words they know beginning with wh-. Then have them suggest words that end with -er and help write them.
- On page 2 have students use the pen tool to mark words with *whisper* in them (*whisper*, *whispery*). They look at the words and make comparisons. They think of other words that describe things and end with the letter y. (wind/windy, friend/friendly)
- Spell the letters of the high-frequency words. Students find the words in the text and read them in context. They write the words and check the spelling in the text.
- Have students use the text and illustrations to construct a sequence chart. They match sentences that describe events to relevant parts of the sequence chart and form a wall display.
- Create a Readers' Theatre presentation. Read *Mr Whisper* aloud together. One group of students can take the role of the shopkeeper and another group can be Mr Whisper, with his different voices.



SUNSHINE CLASSICS

Teaching Notes Level 17



Writing

- Students look closely at the way the text is printed, showing us that some words are loud or soft. They write their own stories about everyday events and practise the technique in their writing.

- Work with students to transform sentences from the text.

“Do you have a blue cup?” he said in his whispery (soft, husky, weak) voice.

Home/School Link

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

Words: Digraph wh-

Thinking: Answer five comprehension questions

1. Why did the woman give Mr Whisper some big noise porridge?

- A. He was hungry.
- B. His voice was too whispery. ✓
- C. She liked him.

2. Why did the woman give Mr Whisper some whispery soup?

- A. He was hungry.
- B. He was too loud. ✓
- C. She had no big noise porridge.

3. What was Mr Whisper's problem?

- A. He wanted a louder voice.
- B. He wanted a quieter voice.
- C. He wanted a blue cup. ✓

4. Select the word that we use to pay for things.

money

5. What word tells you about the cup woman?

- A. angry
- B. sad
- C. kind ✓

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



SUNSHINE CLASSICS

Teaching Notes Level 17

The Tiny Woman's Coat

The Story

A tiny woman gets help to make a coat.

High-frequency Words

keep, mine, sharp, stayed, take, three, try, wanted, warm, where

Reading the Text

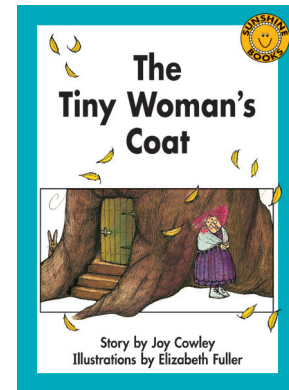
- Have students tell how they look for clues that will help them to think about and read a story. They find information on the cover, title page and in the illustrations. Ask: Where do you think this story takes place? How do you know it is cold? What clues do you get about the season of the year? Why does the tiny woman look so miserable?
- Use the words in the title to guess what the tiny woman wants. Ask: Who do you think might help her?
- Students review where they found clues to help them make guesses and read the story. Have them read with a partner after each page. They can get help by tapping on the text at any time. They share how they read, what they found out about the story elements and the structure of the text, sentences and words. Ask: What sort of character is the tiny woman? Have you read about another character like her? How does she feel about the other characters? How does the repetitive language help you read the story? What about the words? What made some easy to read? What made some difficult? How do the illustrations help you understand what is happening in the story? How would you read this story?
- On page 16, have a volunteer identify the simile. Help students understand that a simile asks us to picture one thing as similar to another. Ask: What is the picture the author wants us to see of the tiny woman in her coat? Give the students some simile practice by supplying similes for completion.

Returning to the Text

- Write up the descriptive words from the story. Students chant the words in unison using different pace, volume and expression. They explore the sounds in the words. They can suggest words that end like *rustle*. (thistle, candle) They can name words that begin with the same sounds as *snip*, *stitch* and *sharp*. They can think of words that end like *stitch*. (witch, catch, watch)
- Students use the pen tool to mark the rhyming words. They read with a partner to identify them. They look closely at the words to find similarities and differences in letter and sound patterns.
- As students reread the story, have them explore the meaning of each sentence. Ask: What does this mean to you? Work together to sort sentences that are repeated in the text from those that are not. Students can use the pen tool with different colours to code the text patterns.
- Focus on *wanted*. Students create new words by adding -s, -ing to *want*.
- Focus on alliteration. Students search for words close together in sentences that begin with the same consonant and read them aloud.
- Students find *seeds*, *weeds*, *three* in the text. They suggest other words with the long /e/ sound made by ee.

Writing

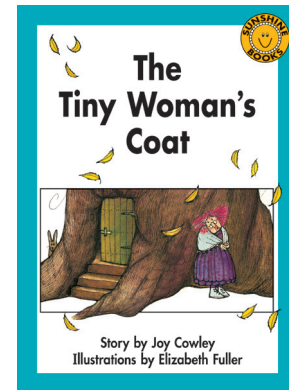
- Create a wall display of words to describe noises and where they come from.
- Rewrite the story using pictures instead of nouns. Students ask a partner to read and interpret their version of the story.
- Students make cartoon strips of the story and write the dialogue in speech bubbles.





SUNSHINE CLASSICS

Teaching Notes Level 17



Writing

- Create a wall display of words to describe noises and where they come from.
- Rewrite the story using pictures instead of nouns. Students ask a partner to read and interpret their version of the story.
- Students make cartoon strips of the story and write the dialogue in speech bubbles.

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. Why did the tiny woman want a coat?

A. It was raining.

B. It was sunny.

C. Winter was coming. ✓

2. What did the tiny woman use as cloth for her coat?

A. horse hair

B. leaves ✓

C. porcupine quills

3. What did the tiny woman use for buttons on her coat?

A. horse hair

B. leaves

C. weed seeds ✓

4. What sort of animal was the horse?

friendly

5. What word tells about the animals and the trees?

A. scary

B. tiny

C. helpful ✓



SUNSHINE CLASSICS

Teaching Notes Level 17

Quack, Quack, Quack!

The Story

A father takes his children to school on a wet day and embarrasses them by acting like a duck.

High-frequency Words

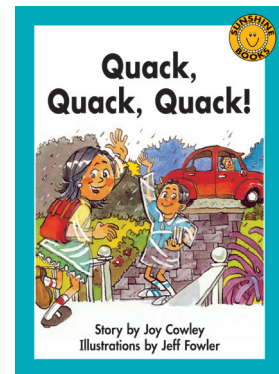
about, across, around, done, don't, more, morning, replied, through, was

Reading the Text

- Have students work with a partner to read the story. Ask them to think about the things they are doing to work out words and sentences. They meet in a group for a book talk to share what they have done.
- Ask: What clues did you get from the cover, title page illustrations and in the title that helped you think about the story? How did you use the illustrations? What did you do when you came to a tricky part in the text? What happened to your reading then? Can you show us what you did? What are some of the things you said about the characters? What about the events? Did anything in this story remind you of something in your own life? What was your favourite page? How do you think this book should be read?
- Listen to the story. Students find and discuss information about setting, events and characters in the illustrations and in the text. Ask: How much can you find out from the picture on pages 2–3? How do we know it is raining? What can you say about the characters in the story? What do you know about them? What sort of a story is this? Which parts made you laugh? Did you have any other feelings as you read the story?
- Give students answers so they can think of appropriate questions. For example, Quack, quack, quack! (What did Dad say when he took the children to school?) We don't want to go with Dad. He embarrasses us. (What did the children tell Mum about Dad?)

Returning to the Text

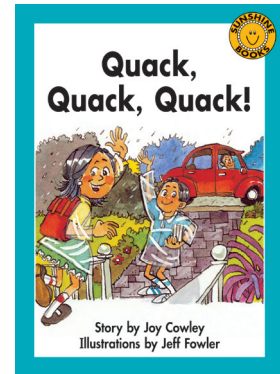
- Students select favourite sentences from the story and practise reading them with appropriate intonation and expression. They give reasons for reading in a particular way.
- Have students listen to identify the onset and rime in *quack*. Ask: What will happen if we replace qu- with b, J, p, s, tr-, sn-? Ask students to say the words and then write them. They can play I Spy and What am I? games using the words. For example, I begin with tr-. I end with -ack. What am I? They find other words beginning with qu-. They write a list and say them.
- Have students use the pen tool to underline the *he said* parts of the text. They look for words used instead of *said* in the story. (replied, laughed) Create a word bank and ask students to suggest different words for *said*. ("Good day for ducks," he quacked.)
- Focus on prepositions. Discuss with students what they are, how they tell us where something happened. As you read the story, ask students to underline the word that tells "where". (page 2, in the car; page 4, across the road, to the school gate)
- Look at *out* on page 4. Ask students to find other words in the story that have the same letters and sound? (*about, round*)





SUNSHINE CLASSICS

Teaching Notes Level 17



Writing

- Work with students to write a recount of the story. They refer to illustrations and text for ideas.
- Students use letters to make and remake words in the story. They say what they notice about the structure of the words.
- Students draw themselves coming to school with their parents. They write what people say in speech bubbles.

Home/School Link

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

Words: Letter blend qu-

Thinking: Answer five comprehension questions

1. Why did Dad think it was a good day for ducks?

- A. Ducks like going to school.
- B. It was raining and ducks like water. ✓
- C. He was being funny.

2. Select a word that is a sound.

Quack

3. Why were the students embarrassed when their dad walked like a duck?

- A. Their friends stared at him. ✓
- B. Other fathers acted like dogs.
- C. They didn't like ducks.

4. Why did Mum and the students lock Dad outside in the rain?

- A. They wanted him to stop making duck noises. ✓
- B. He needed a shower.
- C. They didn't like him.

5. Why did Dad want to come back inside?

- A. He didn't like the rain.
- B. Ducks might catch him.
- C. He was only wearing a towel ✓

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



SUNSHINE CLASSICS

Teaching Notes Level 17

The Bag of Smiles

The Story

When people have their smiles taken away, they try to get them back.

High-frequency Words

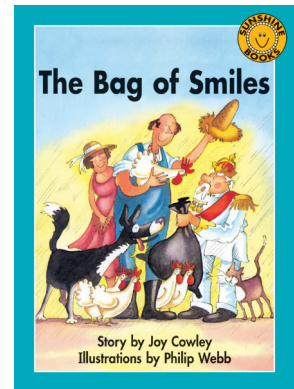
again, bottom, even, happy, never, shouted, their, time, unhappy, where

Reading the Text

- Look at the cover and title page illustrations. Ask: Who do you think these characters are? What are these characters doing? Why is the man lifting his hat off his head? What is on the other man's head? Listen to the title.
- Talk through the illustrations. Have students predict what the bag is for. Have them tell why the text is in bold face on page 6. Compare the man and the woman on pages 7 and 9. Ask: What has changed in their expressions? How are they feeling? Students look for clues to the feelings of the characters. Ask: What is the woman doing on page 10? (crying)
- 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 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

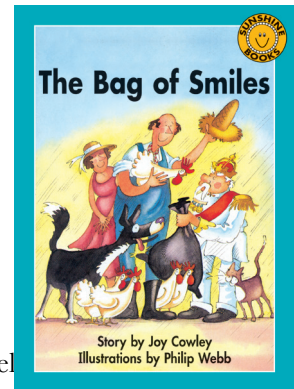
- Find the word *know* on page 4 and say it slowly. Ask: What letters do you expect to see in the word? Students name the letters as the sounds in the word are stretched. Write the letters they suggest. Explain that there are some letters that are silent. Have students think of other words with silent letters. (knot, knack)
- Focus on the sm- in *smiles*. Students listen to the sound. They add other words to a word bank. (small, smell, smart)
- In a group sharing session ask students to talk about the ways they found of noticing and learning new words as they read.
- Work through the text finding sentences with commas. 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 a comma? How would you read this sentence?





SUNSHINE CLASSICS

Teaching Notes Level 17



Writing

- Students write sentences about events in the story, using punctuation to help them know where to pause and how to read them.
- Students draw pictures of the man and the woman. They write words to describe the characters.
- Students make a collage picture of a dolphin. They write sentences about what they look like, what they eat and any other special features. Students give a short talk about dolphins.

Home/School Link

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

Words: Digraph kn-

Thinking: Answer five comprehension questions

1. Select the word that is the opposite of happy.
unhappy
2. Why did the man, the woman, the cat, the dog and the five chickens stop smiling?
A. They didn't like the king.
B. The king said they were not allowed to smile.
C. The king took their smiles away. ✓
3. Why couldn't the man, the woman, the cat, the dog and the five chickens get their smiles back?
A. Their smiles were at the bottom of the sea. ✓
B. They didn't know where their smiles were.
C. They were frightened.
4. Why didn't the chickens get their smiles back?
A. They couldn't swim.
B. They didn't like the new king.
C. Their smiles stuck to the dolphin. ✓
5. In the story, why do dolphins always look happy?
A. They have five smiles stuck on their faces. ✓
B. They like being the king's pet.
C. They like making people smile.

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



SUNSHINE CLASSICS

Teaching Notes Level 17

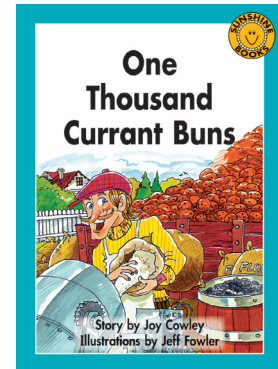
One Thousand Currant Buns

The Story

A baker makes one thousand currant buns for his friend, but his plans are spoiled by hungry animals.

High-frequency Words

after, can't, give, know, made, never, past, thousand, two, way



Reading the Text

- Look at the cover and title page illustrations. Ask: Who is the character? What is he doing? How many buns would you say there are? How can we use what is happening in these illustrations to work out the words in the title? What other things can we do to work out the title?
- Listen to the story together. As you retell the story, have students identify the events in the illustrations and talk about them.
- Say *bun* slowly, stretching the sounds. Have students repeat 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?
- Focus on *past* in the same way. Students tell you more words in the -ast word family. (blast, last, fast, mast)
- Students work with a reading partner. Ask them to pause as they read the story to think and talk about what is happening.

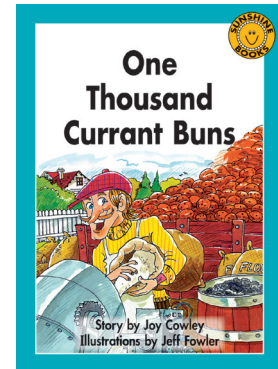
Returning to the Text

- Ask students questions about the characters, events, setting, the beginning and end of the story. Ask: What is a currant bun? Have you ever tasted one? How do you think seagulls would scream? What is the sound that sheep make when they bleat? Why did the author use *yelped* rather than barked or woofed to describe the sound the dogs made? How do you think bears growl and monkeys howl? Why do you think the author chose these words?
- Focus on the digraph th-. Students find words in the text that start with th-. (*thousand, them, the, they*) They notice that two letters make one sound. Students listen to the sounds at the beginning of the words and hear the difference between th- at the beginning of *thousand*, and th- at the beginning of *the, they, them*. Students say and list words for each group and create an illustrated th- dictionary.
- Write up the letter blends that appear in the story. (pr-, tr-, dr-, fl-, bl-, gr-, st-, scr-) Have students reread the text to find words beginning with each blend. They work with their reading partner to write other words that begin with the same blends.



SUNSHINE CLASSICS

Teaching Notes Level 17



Writing

- Ask students to choose their favourite part and say a sentence about it. Work together to write the sentence.
- Ask students what might have happened if Mr Bob had brought Miss May one thousand goldfish for her birthday. Rewrite the story.
- Students help rewrite the story to include people in their world.
“Chocolates!” yelled the students/girls/boys, and they ran after the truck.
“Chocolates!” yelled the teachers and they ran after the truck.
“Chocolates!” yelled the mothers and fathers...
Explore the purpose of the comma before the words people say.

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 their past tense form

Thinking: Answer five comprehension questions

1. On pages 2–3 who is Mr Bob talking to?

- A. Miss May
- B. himself ✓
- C. the reader

2. Who ran after the truck on the farm?

- A. sheep ✓
- B. gulls
- C. dogs

3. What did the dogs live in?

- A. the farm
- B. the zoo
- C. the kennels ✓

4. What word tells the sound sheep make?

bleated

5. What words mean don't worry?

never mind

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



SUNSHINE CLASSICS

Teaching Notes Level 17

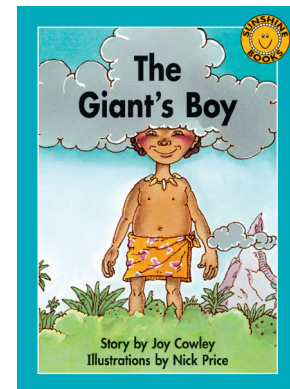
The Giant's Boy

The Story

A giant's boy feels stormy and creates different kinds of bad weather with his unhappy actions, until the giant hugs him better.

High-frequency Words

better, cried, felt, let, people, rain, said, shouted, their, what



Reading the Text

- Read the title. Look at the illustration on the cover. Ask: What clues can you see that this boy is a giant's boy? Have students make comparisons between the boy, the trees and the mountain. They notice that the boy's head is in the clouds.
- Look at the title page. Ask: How do you think the boy is feeling? Why could that be?
- Students say what they think will happen in the story in between these two pictures. They flick through the illustrations to confirm their predictions. Students talk about times when they have felt lonely, angry or upset. Ask: What sort of weather would make you feel better?
- Find the word *rain* in the story. Students listen to the onset and rime as you say *rain* slowly. They substitute initial letters to make words in the -ain family.
- Focus on the soft g at the beginning of *giant*. Students notice that the g at the beginning of *giant* makes the same sound that j does. They suggest other words that start with the same letter and same sound. They make comparisons with words that begin with the hard g and sound like *goat*. Make a class dictionary of words and illustrated rhymes using words that feature the soft and hard g.
- Read the story with students. Talk about each illustration, leading them to use language they will meet in the text. Encourage them to predict the text on each page. Ask: What do you think the words will tell you about the giant's boy? Students read with their eyes to confirm their suggestions. Ask them to read out loud to give examples.
- Students say how they worked out words on each page. Ask: What made this page easy to read? What was difficult? How did you solve that problem? Can you read that part smoothly now? Students read those parts using intonation and expression to make the meaning clear.
- Ask students to explore and respond to the meaning of the action words. Ask: When have you done something like that? How would you read those parts?
- Have students read the story with a partner. Ask them to practise pausing to think and talk about what is happening in the story. They share their discussions.

Returning to the Text

- Reread the story together. Ask students to find the place where the main character changes. Ask: Is this the part where the pattern of the story changes, or does that come earlier? How do you feel about the ending? Is that the way you like stormy days to end? Ask students to find parts where the book reminds them of their own lives.
- Focus on letter blends. Students listen to the sounds in each blend and say what letters represent those sounds. They find and read the word in the story and think of other words that begin with the same blend. (st-, cl-, cr-, sm-, bl-)
- Explore digraphs. Students find words beginning with sh-, th-, wh- in the text. They notice that two letters have been used for one sound. Students find the words in the text and read them. (*the, thunder, shouted, what, they, their*)
- Have students notice how the action words are in the past tense (frowned). Discuss what the present tense of each verb is.



SUNSHINE CLASSICS

Teaching Notes Level 17



Writing

- Students go through the story, retelling what is happening on each page. They record events using pictures and labels on a timeline. They use the timeline to retell the story orally and then to write a recount of what happened.
- Students write and illustrate sentences about what the giant's boy did when he felt stormy and what the giant's boy did when he was hugged.

Home/School Link

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

Words: Match the verb with the past tense form

Thinking: Answer five comprehension questions

1. What happened when the giant's boy stamped?

- A. hail
- B. thunder and lightning ✓
- C. rain, rain, rain

2. What happened when the giant's boy yelled?

- A. hail
- B. black clouds
- C. a gale ✓

3. Find the word that means wild weather.
storm

4. What does the giant's boy make with his smile?
rainbow

5. What did the giant's boy do to make a sunshine day?

- A. smiled
- B. danced
- C. laughed ✓

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



SUNSHINE CLASSICS

Teaching Notes Level 17

A Hundred Hugs

The Story

Huggles likes to give people hugs and bring them friendship.

High-frequency Words

away, does, happy, how, mind, morning, much, need, nothing, thank you

Reading the Text

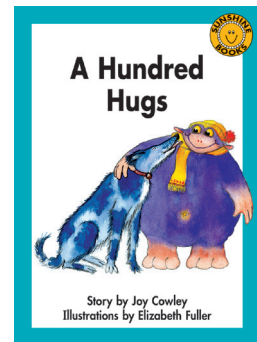
- Have students suggest people they know who try to make the world a happier place. Ask: Do you think Huggles might be such a character?
- Read the title together. Discuss the illustration of Huggles. Predict who Huggles might hug in the story.
- Listen to the story. Ask students to look at the pictures in the story and retell the story according to the illustrations.
- Read the story together. Have students listen for examples of alliteration. (*a slow, sad, song*, page 12) Ask: Why didn't the author just write "playing a song"? What picture do you have in your mind when you read these words? What sense does it appeal to: our sense of sound, smell, touch, taste or sight? Have students find examples where the beginning of words are repeated. (*Hundred hugs*)

Returning to the Text

- Reread the story together. Discuss the bold print on page 13. Ask: Why is it there? How should you read *am*?
- Discuss the different reactions that characters have to hugs. Ask: Despite the different reactions, how do they all feel after a hug? (*happy*)
- Have students scan the text for examples of antonyms (happy/sad; man/woman) Discuss synonyms which are words with similar meanings. Students find all the words that mean the hugs made them feel happy (*pleased*). Then find all the words that describe how the characters felt before their hugs. (*grumbled, miserable*)
- Focus on contractions. Ask students to find the contractions for *there is, you have, do not, I am, is not, what is, I will*. They write the contractions and expanded versions on a chart.

Writing

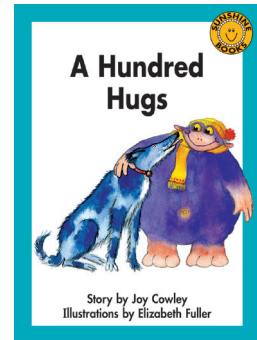
- Students read the story with a partner. They note the main idea of each event. They work together to write a story outline and illustrate it.
- Have students write a letter to Huggles from one of the characters in the book thanking him for making their day.
- Students write a letter to Huggles asking for a visit to someone who needs hugs.
- Have students brainstorm and then write a sentence about a time when a hug made them feel better.





SUNSHINE CLASSICS

Teaching Notes Level 17



Writing

- Students read the story with a partner. They note the main idea of each event. They work together to write a story outline and illustrate it.
- Have students write a letter to Huggles from one of the characters in the book thanking him for making their day.
- Students write a letter to Huggles asking for a visit to someone who needs hugs.
- Have students brainstorm and then write a sentence about a time when a hug made them feel better.

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 are opposites

Thinking: Answer five comprehension questions

1. How many hugs does Huggles give away a day?

- A. two hundred
- B. one hundred ✓
- C. three hundred

2. Where does this story take place?

- A. on a farm
- B. in a town ✓
- C. in a house

3. Find the words that show the milkwoman is feeling better.

I'm fine

4. What word tells how the man is feeling?

miserable

5. What is the main idea of the story?

- A. You can make people happy if you are kind. ✓
- B. You can make people happy if you play music.
- C. You can make people happy if you give them milk.



SUNSHINE CLASSICS

Teaching Notes Level 17

Bother Those Barnetts!

The Story

When the five Barnett children visit, there is mayhem!

High-frequency Words

after, bother, coming, didn't, four, looking, them, sleep, through, when

Reading the Text

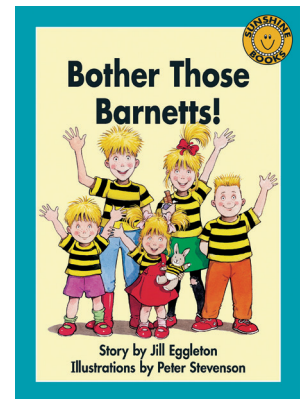
- Look at the cover and read the title to students. Ask: Who are the Barnetts? What does *bother* mean? Have students predict what the story might be about.
- Listen to the story together. Talk with students about the cumulative pattern – how one event impacts on the next. Ask: How does Mum feel at the end of the story? Who do you think is telling the story? What do we call the person who tells a story? (a narrator)
- Ask students if they have ever done something that upset somebody, or about an accident that might have happened.
- Read the story together, then have students read independently or with a partner.
- Discuss ordinal numbers. Have students write the numbers 1–5 and their equivalent ordinal numbers.
- Students find and discuss compound words in the story. (*gumboots*)
- Have students find words in the story starting with the blends br-, cr-, cl-, pl-, st-, bl-. They list and read them emphasising the blend sound.

Returning to the Text

- Reread the story with students making sure they use emphasis where there are exclamation marks.
- Students make a timeline of the story that tracks the problems and the ways in which they are solved. The chart should have headings: Problem, Solution.
- Talk about feelings. Ask: How did Mum and the children feel about the arrival of the Barnetts? Did their feelings change as the story developed?
- Focus on the characters. Ask: Who do you think is the most special character? Why? Is there some language that is special? What about the illustrations?

Writing

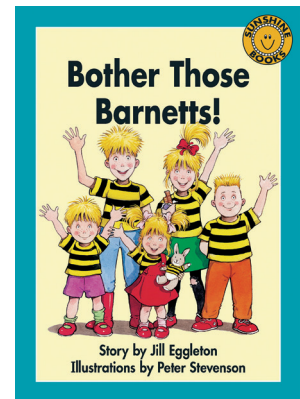
- Work as a class to rewrite the story as a play in which everyone can be involved, either acting, chanting, forming parts of the set.
- Students brainstorm times when there have been visitors and there have been some accidents or problems. They work together to write a new story about a visit that goes wrong.





SUNSHINE CLASSICS

Teaching Notes Level 17



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 Barnett Two do?
 - A. put mud on the carpet
 - B. put chocolate on the wallpaper ✓
 - C. fell over the cat
2. What did Barnett Five do?
 - A. put mud on the carpet
 - B. fell over the cat
 - C. stood on the cat's tail ✓
3. What is the problem in the story?
 - A. The Barnetts make a mess. ✓
 - B. The cat scratches the children.
 - C. Mum is unhappy.
4. How does Mum solve the problem?
 - A. She gets a broom.
 - B. She reads books. ✓
 - C. She gets a cloth.
5. When does Mum feel better?
 - A. When the Barnetts are asleep ✓
 - B. When the Barnetts fall over the cat
 - C. When the Barnetts are coming

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



SUNSHINE CLASSICS

Teaching Notes Level 17

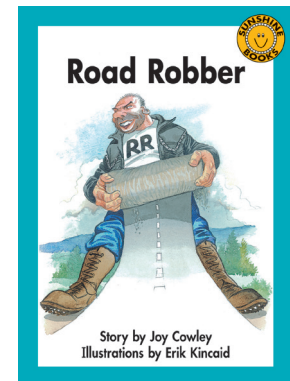
Road Robber

The Story

The people set out to defeat the robber who steals their roads.

High-frequency Words

always, gone, how, made, much, somewhere, took, where, which, who



Reading the Text

- Look at the illustrations on the cover and title page. Together work out who the person is and what RR is an abbreviation for. Read the title together. Have students predict what might happen in the story.
- Listen to the story. Ask: Is this a fiction or non-fiction story? How do you know? What do you think of the ending? What does “*Served him right!*” mean?
- Read the story together noticing speech marks and changing voices for the different characters.

Returning to the Text

- Have students reread the story to a partner. They notice the difference in the way they read a question or an exclamation. (pages 8 and 9)
- Have students find and list words in the story beginning with blends.
- Have students look for compound words in the story. They write a list and discuss the meaning of the individual words and the compound word.

Writing

- Students rewrite the story with the giant stealing something different, like houses.
- Students find prepositions in the story and write a sentence including each one. (over, up, down)
- Brainstorm about how the police would catch a robber. Ask: What traps could be set? What punishment could be given? Students write a story about the police.

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 the five letter blends

Thinking: Answer five comprehension questions

1. What did the Road Robber do?

- A. ran around
- B. stole roads ✓

C. played tennis

2. Who saw the Road Robber's footprints?

- A. the little boy ✓
- B. the man
- C. the woman

3. Find the word that is the place where planes take off.
airstrip

4. What word tells how the road was fixed by the people?
nailed

5. What word tells the sort of person the Road Robber was?
wicked

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