



SUNSHINE CLASSICS

Teaching Notes Level 8

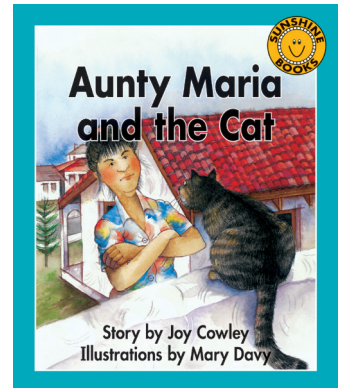
Aunty Maria and the Cat

The Story

The children take their cat to stay at Aunty Maria's but she doesn't like cats.

High-frequency Words

on, out, that, went, when



Reading the Text

- Students look at the cover. Have students share their experience of cats. Ask: What is the woman doing? Where does the story take place? Who is the most important character? Discuss the emotions shown by Aunty Maria.
- Look at the title page. Ask: What is the cat doing? Listen to the title. Talk about what the students can see happening in the story.
- Talk through the illustrations and then listen to the story together. Pause often throughout the reading so that students can join in and confirm their predictions of the text.
- Students read the story. They can tap the text to hear it read. Ask: What helped you read the book? What words in the story did you already know?
- Students retell the story in their own words from the illustrations.

Returning to the Text

- Have students discuss the use of bold type. Ask: What word on page 5 also gives you a clue to how Aunty Maria talks? (yelled)
- Students can work in small groups to make up a play that includes their own original dialogue in the script. For instance, what would they “yell” instead of “No, no, no! No cats on that chair!”? Perhaps they could think of the things that people in their families would “yell” in similar circumstances.
- Talk about the -at word family and have students list other words that rhyme with *cat*.
- Students can use the white text box to show what Aunty Maria is thinking on pages 13-16.

Writing

- Ask: Do events like those in the story happen in your families? Support students to rewrite the story around their own pets or their friends' pets. Write about the problems that occur and the way in which different family members react.
- Support students to write a non-fiction book about cats. Model brainstorming ideas and the mapping of them to provide a framework for the book “the way authors do”.

Home/School Link

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

Initial letter sounds: c, n, w, y, z, x

Words: Make words from the word family -at

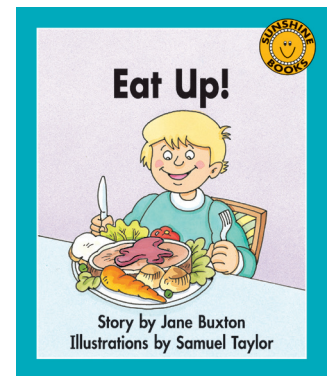
Thinking: Remake sentences from the story using words and punctuation

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



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Eat Up!

The Story

To encourage him to eat his dinner, the boy's family give him all sorts of reasons. All of them alarm him.

High-frequency Words

big, get, like, Mum, so

Reading the Text

- Students tap the title to hear it read and to hear the names of the author and illustrator. Ask: What do you think a story called *Eat Up!* is about? Have you ever been told to “eat up”? How did you feel?
- Have students describe the food on the title page. Ask: Is this healthy food?
- Talk through the illustrations. Students tell what they know about thought bubbles. Ask: When are they used in a text? How are they used in this text? Discuss with students how the illustrator has changed the expression on the boy's face with each thought bubble.
- Listen to the story together and use the pen tool to circle all the words relating to food.
- Read the story with students and pause at the words, “if I eat up my ...” Encourage them to use the initial letter to predict what the word might be.
- As a group, talk about funny sayings, especially ones about eating.

Returning to the Text

- Students look at the cover again. Point to the letters *ea*. Ask: What sound do we make when we read the word? Can you find other words in the book where *ea* makes the /ee/ sound? Make a list of words and add any others.
- Draw students' attention to the letter *u* at the beginning of *up*. Have them think of other words beginning with *u*.
- Talk about how the illustrator brings the story to life and helps us read the character's emotions. Explore students' opinions as to what was the funniest picture in the thought bubbles.

Writing

- Work with students to create a menu of healthy food. Have them suggest foods that are good for you and list their suggestions on a chart. Together design the layout of the menu. Write the foods under each section, for example, a menu for a school dinner that most students would enjoy.

Home/School Link

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

Initial letter sounds: d, e, m, u, o

Words: Match high-frequency words

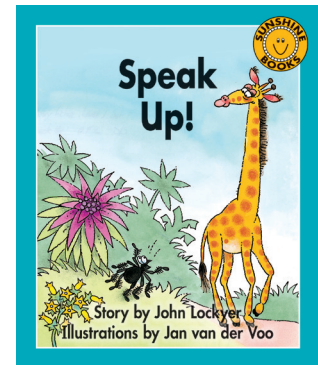
Thinking: Match words to pictures from the story

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



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Speak Up!

The Story

Five animals try to help the spider get closer to the giraffe, by climbing on each other.

High-frequency Words

down, like, said, there, you

Reading the Text

- Look at the cover together. Discuss what is happening. Ask students why they think the story is called *Speak Up!*
- Listen to the story with students, inviting them to follow what is happening in the illustrations. Have them look closely at the illustrations and read the name of each animal as it is introduced. Ask: What do you think of the ending? Is it funny?
- Read the story together, encouraging students to join in with the repetitive text and to dramatize the voices used. Ask: How do you know whether to use a quiet or a loud voice? (font size and punctuation)
- On page 4, ask: What is happening in the picture? Point to the word that tells us how the spider got onto the bird. (climbed onto) Can you see any text here that was also on page 2?

Returning to the Text

- Focus on the letter blend in the title *Speak Up!* Have students create a list of words beginning with sp-. Make up sentences together, using words that start with the letter blend sp-.
- Have students notice the quotation marks and tell what they are used for.
- Students read the story. They can tap the text to hear it read. Choose one volunteer at a time to read the words enclosed in the quotation marks. Innovate new responses the animals could make on page 14. Use the white text boxes to write these ideas over top of the text on page 14.

Writing

- Support students to write a report on the book. They choose an animal they would like to study and, with help, gather information about their animal. Write notes with them, demonstrating how to organise information. Discuss their ideas together and write the report.

Home/School Link

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

Initial letter sounds: v, t, g, c, q, k

Words: Label a picture

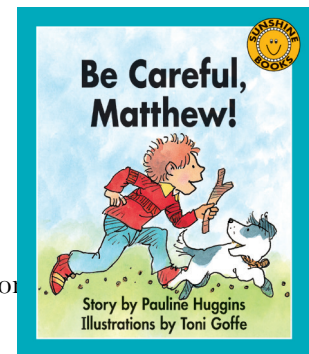
Thinking: Insert punctuation

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



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Be Careful, Matthew!

The Story

Matthew is warned to be careful by adult family members but the situation changes when the adults aren't careful.

High-frequency Words

be, Dad, Mum, off, your

Reading the Text

- Look at the cover and discuss the title *Be Careful, Matthew!* Encourage students to think about what this could mean. Explore their experiences of times when they have been warned to be careful. Ask: Why do you think Matthew needs to be careful?
- Look at the title page. Ask: What is the cat doing? Listen to the title. Is there a clue in the illustration to what might happen in the story?
- Talk through the illustrations and listen to the story together. Pause often throughout the reading so that students can join in and confirm their predictions of the text. Draw their attention to the important cues by reading the illustrations closely and sharing ideas about what is happening in each situation.
- Students read the story. They can tap the text to hear it read. Ask: What helped you read the book? What words in the story did you already know?
- Students retell the story in their own words from the illustrations.

Returning to the Text

- Go to page 2 and have students identify the word *fall*. Ask: What word family is this? What other words do you know that rhyme with *fall*?
- Discuss the use of contractions. Have students find a word that has an apostrophe in it. Ask: Why is it there? Reread the story and focus on the contraction *Don't*. Ask: What is the word *Don't* short for? Insert a white text box over the word and have a volunteer type in the two words that go to make *Don't*. (Do not) What other contractions do the students know? List these.
- Draw students' attention to the letter D at the beginning of Dad. Discuss when a capital letter is used. Ask: Can students suggest names of places and people that begin with a capital D?

Writing

- Talk about safety at home, accidents and the need to take care. Make a list of accidents that might happen at home.
- Students look closely at the illustration on page 16. Ask: What is the box with the red cross on it? Have them share ideas about what a first-aid kit is and what it must provide. They write and illustrate items in their first-aid kit.

Home/School Link

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

Initial letter sounds: f, b, c, d, p

Words: Make words from the -all word family

Thinking: Insert punctuation and the missing words from sentences from the story

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



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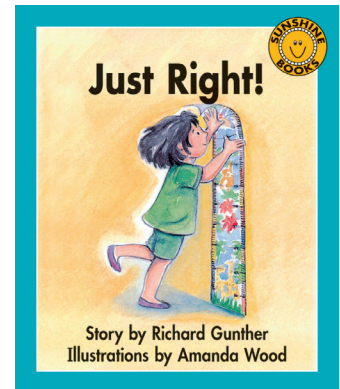
Just Right!

The Story

A girl concludes that she is the right size for everything she needs to do.

High-frequency Words

could, small, too, were, would,



Reading the Text

- Have students talk about the concept of size. They tell about times when they couldn't do something because they were too little (reach the door handle) or too big (ride in the stroller). Ask: Has anyone had some new shoes or clothes recently? Why? Were you getting bigger?
- Look at the cover and title page. Ask: What is the girl doing? Have you ever been measured against a wall chart like that? Why?
- Discuss the use of an exclamation mark in the title. Ask: How does this tell us to read the title?
- Walk through the illustrations and have students predict what the story might be about.
- Listen to the story with students. Have them note all the describing words and list them. (big, small, bigger, tiny, enormous) Ask: What is different about big/bigger?
- Go to page 4. Ask: What has the illustrator done on this page to help you read the text? Continue looking at and discussing the illustrations. On page 16, ask: what has happened now? Is this a happy or sad ending? Were your predictions correct?
- Students read the story independently or with a partner.

Returning to the Text

- Students reread the story and retell it from memory.
- Students read the word *right*, listening to the -ight sound at the end. Ask: What other words can you tell that rhyme with *right*? Write them up on a word family web for students to illustrate.
- Discuss the conditional sentence where the girl is imagining what might happen if... Have them note the words *could* and *would*. Give them sentence starters and have students suggest ways to finish the sentence.

If I were a cat, I would

If my hair turned blue, I would

Writing

- Ask students to share their ideas about ways of measuring themselves. They do crayon drawings using their new ideas and caption the drawings.
- Work together to develop a wall chart using words from the story. (not too big, just right, not too small)
- Students innovate on the text and write a new story about themselves using the sentence structure, If I were as ____ as a ____, I would be ...

Home/School Link

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

Words: Match the high-frequency words

Thinking: Complete a sentence from the story

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



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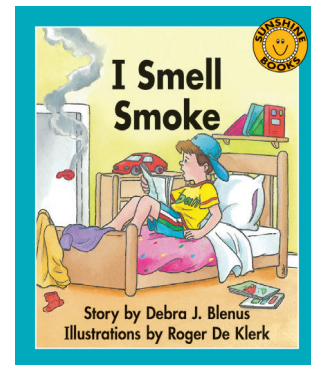
I Smell Smoke

The Story

A boy practises what he would do if he smelt smoke.

High-frequency Words

down, help, how, out, outside



Reading the Text

- Discuss what to do if there was a fire at school or at home. This story can be used as part of a topic focus on safety.
- Look at the cover. Ask: What is happening? What might the boy say? Can anyone read the title or words in the title? Read it together.
- Listen to the title. Have students think about where they might smell smoke. Ask: What would you do if you found smoke in your house? Encourage them to share any experiences.
- Listen to the story with students, discussing the text and illustrations as you go. On pages 2 and 3. Ask: What can you see in the picture? What is the boy doing?
- On pages 4 and 5, ask: What is the boy doing now? Why would he feel the door? What punctuation is at the end of the second sentence? What might he be asking?
- On pages 6 and 7, have students point to the word *crawl*. Ask: Why is he crawling?
- Continue in this way to page 15. Ask: Is this a funny ending to the story? What is Dad doing?
- Go to page 16. Read the text together and discuss the illustrations. Ask: What have the author and illustrator done on this page? Discuss the speech bubble and why the author has written the words like this.
- Students read the text independently. Provide support where needed.

Returning to the Text

- Reread the story. Discuss ways to be safe when near a fire; how fires are put out or controlled; how to be safe if there is a fire at school. Ask: Do you know where to find the fire extinguishers at school? Students map the location of the devices at school and the assembly points in case of fire.
- Discuss the use of question marks and exclamation marks throughout the text.
- Students find words that end with -ell. They help write them on an -ell word family chart.
- Students find words that begin with sm-. They help write them on a sm- letter blend web.
- Go to page 12. Ask: How would he say the words? (I cry.) How do you know? What other word could you use to show how he said the words? (screamed, shouted, yelled)
- Create a simple Reader's Theatre arrangement. As the story is read, students use their bodies to act out the story. Group 1: I smell smoke. Group 2: Get down on the floor!

Writing

- Work together in a Shared Writing session to write out the procedure for what to do in case of a fire at school and follow the steps in a practice.
- Write some poems. Write a list of words to do with smoke, e.g. crackling, hot, flames, red. Have students think about each word and what they feel about it. Make a chart with the headings Taste, Smell, Touch, Sight, Sound. Write some simple poems together, using one word to describe each sense.

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 -ell word family

Thinking: Put pictures and text from the story into the correct order

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



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In the Desert

The Story

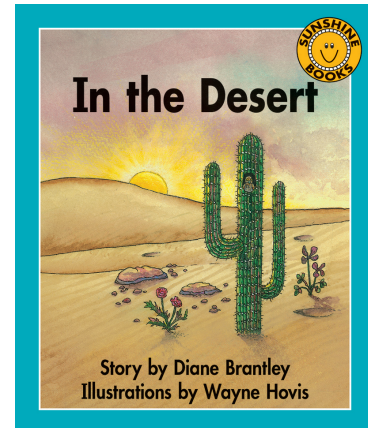
The animals wake up in the North American desert.

High-frequency Words

away, day, here, play, up

Reading the Text

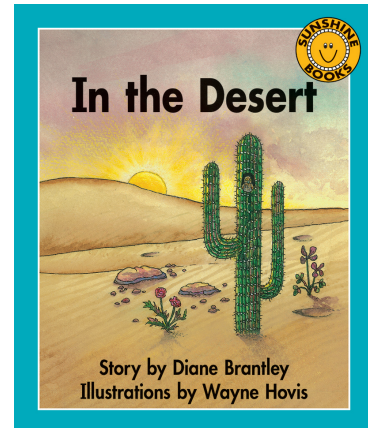
- Together make a list of creatures you might find in a desert.
- Look at the illustration on the cover. Ask: Where is the setting for this book? Can you work out what the title is? Discuss the picture and focus on the sun. Ask students to reread the title.
- Go to pages 2 and 3. Ask: Where is the sun now? Can you point to the word *desert*? How did you know?
- Go to pages 4 and 5. Ask: What is happening in this picture? When do owls wake up? What are the owls doing?
- Repeat this procedure for pages 6-13, focusing on students' attempts and cues they are using to work out words. For example on page 6, ask: How do you know they are rabbits and not hares? Point to the words. On page 10, ask: Why do you think they are coyotes and not dingoes?
- Students listen carefully to store the language and meanings in the story and, in close readings, they identify and respond to important ideas and special features of the language. Ask: What do you notice about the way the story is put together? What ideas do you have about the way in which a repetitive sentence structure helps you to anticipate, read and interpret what the author has written?
- Read the story with students, encouraging them to join in as soon as they have caught on to the pattern of language in each sentence.
- On pages 14 and 15, ask: What is happening now? What part of the day is it? Can you point to the word that tells us that the sun is coming up? Read the words together. What are the children doing on page 15?
- On page 16, have students choose an index entry and go to the page to read the information there. Ask: What is the purpose of an index? What kind of book has an index?
- Have students read the text independently. Provide support if needed.





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Returning to the Text

- Students reread the story.
- Go to page 2 and ask: How many times can you find the letter s on this page? (four) Say *sun*, *sets* and *desert* carefully, listening to the sounds that s makes in each word. Have students look through the story and find all the words with the letter s in them. Write them on a list and read them together. Listen to the different sounds the letter s makes in the words.
- Focus on the word *wake*. Students suggest other words they know that rhyme with *wake*. (make, take, fake, cake) Develop a Word Bank featuring *wake* and other words in the same group. Encourage the students to add to it as they find more. They can use words from the Word Bank to write their own rhymes.

Writing

- Students make a wall story by rewriting the story using animals from their environment. The sun sets in the suburbs.
The hedgehogs wake up and shuffle away.
Students help write the text and make illustrations for the new story.

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 from the -ake word family

Thinking: Label pictures from the text

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



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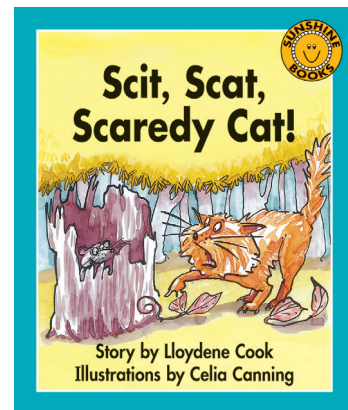
Scit, Scat, Scaredy Cat!

The Story

The animals are all scared of something.

High-frequency Words

away, black, brown, through, why



Reading the Text

- Look at the cover and title page. Ask: What do you think this story might be about? What is the cat doing on the title page? Can anyone read the title? What sounds are there at the beginning of the words? Read the title, emphasising the sc- sounds.
- Listen to the story together. Ask: What did you notice about the language the author has used in writing this story? Demonstrate assonance where the vowel sounds are repeated. (*growl, scowl*)
- Read the story, encouraging students to join in as soon as they have caught onto the sounds of the pattern.
- Have students spot and list words from the story in which the vowel sounds are repeated and words rhyme. (scit/scat, growl, scowl, owl, hiss/siss, crock/crocodile, rumble/jungle, squeak/eeeeek)
- Students talk about the ending. Ask: Do you think it was humorous? Do you think this could really happen? Have you ever seen a mouse? What did you do?
- Talk about how the illustrator has given clues in the facial expressions of the characters. Ask: Which character is talking? On page 3, is he worried? Can he see the mouse? On page 6, how is he looking now? Who is he scared of on pages 8–11? Has he seen the mouse yet? Why does he notice the mouse on pages 14–15?

Returning to the Text

- Reread the story with students. Have them think and share ideas about the story – its setting, characters, action and movement, feelings, humour and the sequence of events.
- Students retell the story to a partner.
- Focus on the letter blend sc-. Have students listen as you stretch the sounds at the beginning of the words. Ask: How many sounds can you hear? Students think of other words that begin with the letter blend sc- and list them. They use these words in sentences. (There is a scary monster on a scooter.)
- Have students scan the story for other words that begin with sc- and words in which the two sounds are blended together (gr-, cr-)

Writing

- Discuss how some stories are in a comic-strip format in which there are a succession of incidents and speech bubbles. Work with students to create a picture book using the comic-strip approach. Encourage them to write the text in speech bubbles.
- Students share and list words that could be used to describe the movements of the different animals. They chart the alternatives. (snake slink away; crocodile creep away; bear waddling away) They rewrite the story, replacing the movement words with other words.

Home/School Link

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

Words: Match the rhyming words

Thinking: Make a sentence from the story

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



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The Zebra Crossing

The Story

The zebra takes control of the crossing until the crocodile comes along.

High-frequency Words

came, can't, here, just, this

Reading the Text

- Look at the cover and the title page. Ask students what they think this story will be about. Ask: Look at the sign on the title page? Have you seen a sign a bit like this on your streets? Students suggest what the story might be called. Read the title together.
- Students discuss the purpose of a zebra crossing (pedestrian crossing). Ask: Why do you think it is sometimes called a zebra crossing? Do the signs really have a zebra on them? What are they for? What do you do when you come to one?
- Listen to the story together. Students confirm if their predictions were correct. Ask: Why does the zebra give way to the crocodile and not any of the other animals?
- Read the story with students joining in when they pick up the pattern of the story. They use the illustrations to predict the animal that the zebra is speaking to.
- Students discuss how the illustrator has given the animals personalities. Ask: On pages 3 and 5, how can you tell the zebra is bossy? How is the monkey feeling on page 5? On page 13, is the zebra afraid of the elephant? How do you know?

Returning to the Text

- Students reread the story. Ask questions to elicit their understanding. What happened at the beginning of the story? What happened next? How did the story end? Who are the characters? What did they do? Did you like the story? Why?
- Focus on the punctuation – quotation marks, exclamation marks and bold type. Ask: On page 14, why is the word *You* in bold type? Have students read the text on that page, giving emphasis to *You* to show the zebra's change of heart.
- Have students scan the story for examples of the placement of *said*: she said (page 2), said the zebra (page 4), The zebra said (page 6). Ask: Why do you think the author did this?

Writing

- Have students share information about African animals. Ask: Which animal scared the zebra most? Why? (The crocodile has big teeth.) Is there another animal, not in this book, that the zebra should be afraid of? (The lion is the zebra's main predator.) Students rewrite the story using different animals.

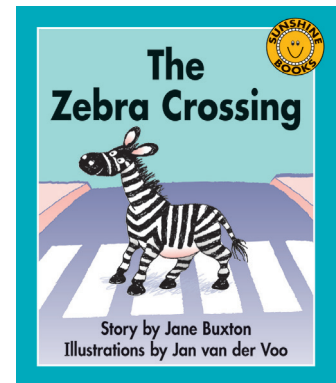
Home/School Link

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

Words: Match high-frequency words

Thinking: Make sentences from the story

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





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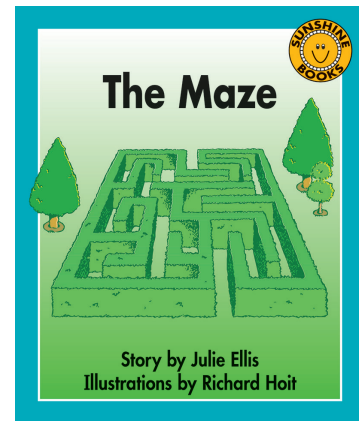
The Maze

The Story

When the family gets stuck in a maze, Lily gets them out.

High-frequency Words

did, out, she, went, will



Reading the Text

- Look at the cover and the title page. Ask: Does anyone know what this is? Have you ever been through a maze? Did you get out by yourself? Did you get help? How were you helped out?
- Discuss what a maze is. (a place with lots of paths and hedges where you can get lost and have to find your way out of) Ask: Where are you likely to find a maze?
- Listen to the story together. Ask students to tell you about the story of the illustrations. Ask: Who are the characters? What did they do? On page 2, can Mum see David? Why not?
- Talk about the ending. Ask: What did Lily do to get her family out of the maze? How was she clever? Did you like the story? Why?
- Read the story with students reading along when they have picked up the pattern of the story.

Returning to the Text

- Students read the story with a partner.
- Have students tell what happened at the beginning of the story, what happened next, and how the story ended.
- Focus on the last sound in these words, *got*, *lost*, *get*, *out*. Students tell what letter makes that sound and think of other words that end in /t/. (goat, that, sit)
- Focus on the word *got*. Have students brainstorm other words that end in -ot.
- Talk about the sounds in the middle of words. Say *Get me out of here*. Have students tell which word has the long /e/ sound (*me*) and which word has the short /e/ sound? (*get*) They think of other words they know with the short and long e sounds.

Writing

- Have students perform the story as a simple play. Each student takes the part of a character in the story. They mime the action.
- Students work in pairs to rewrite the story around a different group of people and a different strategy for getting out. Can they think of another way to find your way out of a maze?
- Students create a plan for a maze. They develop their ideas in pencil and then add details in crayon or collage.

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 from the word family -ot

Thinking: Make a sentence from the story

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



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