



SUNSHINE CLASSICS

Teaching Notes Level 10

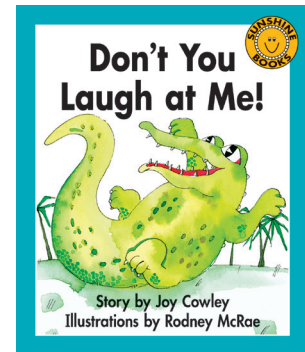
Don't You Laugh at Me!

The Story

Each animal can't stop laughing, so the next animal eats it.

High-frequency Words

go, him, me, now, or



Reading the Text

- Look at the illustrations on the cover and title page. Ask: What are the animals doing? What do you think they are laughing at? Listen to the title. Ask: How will the words in the title be used in the story?
- Talk through the illustrations. Students say what they think the characters might say to each other.
- Listen to the story together. Students listen to the word *laugh*. Ask: What do you notice about the sound of letters at the end? Students circle the word *laugh* in the text with the pen tool and read it in context. Help them to think of other words that end like *laugh*. (enough, tough, trough).
- Have students read the story independently. They can tap the text to hear it read. Ask: What did you notice about the animals in the story? Why do you think the author chose an alligator for the end of the story? What animal would you have chosen? How did you feel as each animal ate the other? How did you feel at the end of the story? Can you tell the order in which things happened in the story?

Returning to the Text

- Students reread the story. They share ideas about features that helped them work out words and make sense of the story. Ask: How did knowing the title help? How did the illustrations help? Did it help that a lot of the language was the same or that each animal did the same sort of thing? Can you find language that is repeated? How are the events the same?
- Go to pages 2 and 3. Ask students to find the contractions. Have them use the white text box to type the two words that go to make up each contraction. (don't, I'll, can't) Ask: What letters have been left out? What is the punctuation mark called? What does it tell us?
- Students find words that begin with a capital letter. They give reasons. Ask: Why does *But* have a capital B? Why do the names of the animals have capital letters?
- Use the pen tool to underline the words *laugh/laughing*. Write other base words. Students build new words by adding -ing.

Writing

- Brainstorm a list of animals, birds and mini-beasts. Have students sort the list from the smallest to the biggest. Together write these creatures into a new story using the same structure.
- Ask: What is the problem in the story? How was the problem solved? Support students to write sentences on a double-sided chart to show the problem and solution. They illustrate the chart, referring to illustrations for ideas about expressions and body language.
- Use the white text box to make a speech bubble for one person on every page.

Home/School Link

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

Words: Label the picture

Thinking: Sequence pages from the story

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



SUNSHINE CLASSICS

Teaching Notes Level 10

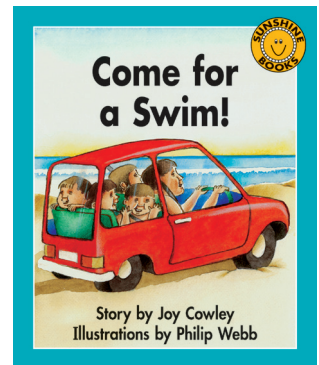
Come for a Swim!

The Story

The children get Dad to come for a swim but Mum prefers to lie in the sun.

High-frequency Words

had, into, other, over, were



Reading the Text

- Students look at the cover and title page illustrations to work out the words in the title. They listen to the names of the author and illustrator. Ask: Can you tell about other books written by Joy Cowley? What sort of books does Joy Cowley write?
Students think about events and characters when giving their answers.
- Students look at the title page and say what is happening. They look at the illustration on page 16 and say what might happen in between. Have students talk through the story with a reading partner to look at and talk about the illustrations. They construct their own story, and confirm or reject their predictions.
- Students read the story. They can tap the text to hear it read. They say what they know about punctuation, grammar and meaning in the text that helped them read with correct expression and intonation.
- Ask: Why didn't Mum go for a swim? Why do you think she said she was coming when she didn't mean it? How did the children and Dad feel when Mum shut her eyes? What do you think about what Dad did? Why did Mum run after Dad? Why do you think they splashed and laughed? Students refer to illustrations and text to answer questions and give examples.
- Say the word *Dad*. Have students practise making other words from the -ad word family.

Returning to the Text

- Go to pages 2 and 3. Circle the word *come* with the pen tool. Students look at the text to tell how the spelling changes to make *coming*. They find other verbs that end with e (have, dive, slide) and demonstrate how they can apply the same rule.
- Students work with a reading partner. One reads a page and the partner rereads it. They practise retelling the story with their partner. For example, they tell what happened at the beginning, middle and end of the story.

Writing

- Have students use the illustrations and text to write a sentence about each event. Discuss the purpose of capital letters and full stops.
The children called out for Mum and Dad to come for a swim.
Dad said he was coming and ran into the water.
Mum said she was coming and put on her sunscreen.
Support students to write the sentences on separate strips and put the strips in the order of the story. They reread the story to make sure they haven't left anything out.
- Ask which students know how to swim. Have them tell where they learnt. Discuss some safety rules about swimming. They draw pictures of themselves swimming and write captions.

Home/School Link

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

Words: Make words using the word family -ad

Thinking: Insert punctuation into sentences from the story

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



SUNSHINE CLASSICS

Teaching Notes Level 10

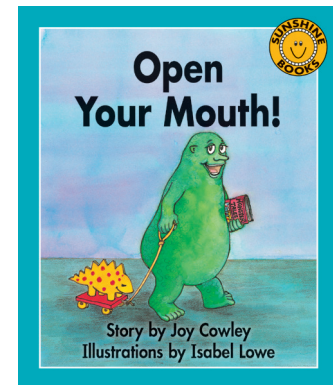
Open Your Mouth!

The Story

Animals feed their babies but monster babies eat something huge.

High-frequency Words

going, said, some, what, your



Reading the Text

- Read the title together. Ask: What do you think this story is about? Look at the illustration on the title page and have students predict what the story might be about.
- Talk through the illustrations. Discuss with students how the author has ended the story with a fantasy character when the animals in the rest of the story are real. Ask: Why do you think the big surprise is revealed over each page? (To make it a surprise for the reader, too.)
- Listen to the story together and use the pen tool to circle all the words relating to food. Ask: Why is the food different each time? Do you think a little bird would eat a bone or a mouse? Talk about the food that animals eat. Have students tell what they feed their pets.
- Focus on the exclamation mark and the question mark. Use these terms as you ask students how they would read the parts featuring this punctuation. Students read the story aloud with intonation and expression appropriate to the grammar and punctuation. They can tap the text to hear it read.

Have them chant the repeated sentences “Open your mouth...” each time.

- Have students talk about funny endings, especially ones about eating.

Returning to the Text

- Students read the story. They demonstrate how they read parts and how they worked out difficult words.
- Draw students’ attention to the letter combination cl- at the beginning of *close*, encouraging them to get their mouths ready to say the word as they read the story. They tell other words they know that begin with cl-.
- Discuss the contractions *I’m* (I am). Students use the pen tool to circle examples in the story. They say why the apostrophe is used and use the white text box to type the two words that make up the contraction.

Writing

- Work with students to create a chart of animals and the foods they commonly eat. For example, a dog eats dog food, bones and dog biscuits.
 - Support students to rewrite the story to include some other animals, birds or fish.
- The horse said to the foal,
“Open your mouth and close your eyes.
I’m going to give you a big surprise.”
“Some hay!”

Home/School Link

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

Words: Label pictures

Thinking: Insert punctuation into sentences from the story

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



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Teaching Notes Level 10

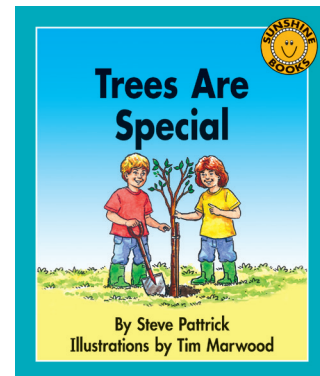
Trees Are Special

The Story

This nonfiction text focuses on the “specialness” of trees.

High-frequency Words

are, have, not, of, we



Reading the Text

- Look at the cover and title pages. Listen to the title. Ask: Do you think this will be a made-up story or about something real? Talk through the illustrations. Ask: How soon can you tell whether this is fact or fiction?
- Listen to the story together. Ask: How did you feel as you listened to the story? What other stories have they read like this one? (*The River*, level 9) What makes them similar?
- Students read the story. They can tap the text to hear it read. Have them think and share ideas about:
 - what they know about trees;
 - what they think the author needed to know;
 - why they think the author wrote a book like this.
- Lead students to explore the persuasive nature of the text, the way the author describes and promotes the specialness of trees and makes a plea for their protection. Ask: What language does the author use to persuade others to agree with his point of view? What words does he use to involve the reader in the argument?
- Focus on the way the story begins with a simple statement about the specialness of trees and develops points to support the argument that trees are special. Discuss how this is a feature of a nonfiction text.

Returning to the Text

- Focus on letter blends in the text. Have students find words that begin with the letter blends fr-, tr- and sp-. They can use the pen tool to circle them. (fruit, trees, special)
- Have students talk about the main idea of the text. They write the sentences from pages 8–14 on strips of paper and restructure the text to make their own order confirming that trees are special. Read the new story together. Remind them that the idea is more important than the form it takes.

Writing

- Write other persuasive texts following the same structure as *Trees Are Special*. Select a topic such as my body, books or pets. Encourage students to brainstorm and construct a plan of what they know about the topic. They can illustrate their story.

My Body is Special

Without arms,

I could not hug you.

We Are Special

Without our smiles,

the world would be sad.

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: Put illustrations into the sequence of the story

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



SUNSHINE CLASSICS

Teaching Notes Level 10

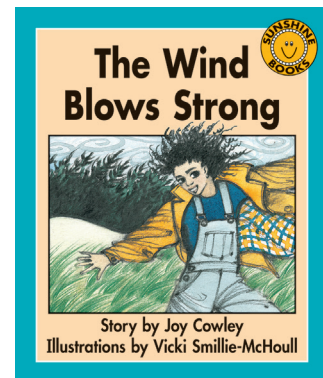
The Wind Blows Strong

The Story

A girl listens to the noises made by a strong wind.

High-frequency Words

make, makes, too, tree, wind



Reading the Text

- Ask students to tell all the things they know about wind. They draw and write their ideas on a chart with the heading – This is what we know about wind.
- Look at the cover. Ask: How does the girl feel? What do you think she is doing? What is the weather like? How do you know that the wind is strong? What clues has the artist given you?
- Look at the title page. Ask: What are the children doing? Why? Is this something you could do when the wind is gentle? What is your favourite wind – a strong wind or a gentle one? What are some of the noises you hear when the wind is strong?
- Students work out the title using their knowledge of the high-frequency word *the*, the initial letter w and the blends bl- and str-.
- Listen to the story. Have students focus on sound words. They find words that have the same sounds at the beginning. (crash, creak, crackle; flutter, flap) Ask: What other things make these sounds?
- Ask students to find words that look and sound the same at the end. (splash, crash)
- Read through the story together. Students say what clues they found in the text and illustrations to help predict and read words. Ask them to tell how they would read the sound words and demonstrate.
- Have students say what they notice about punctuation in the written text.

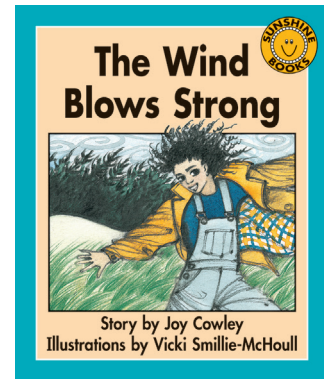
Returning to the Text

- Reread the story. Have students emphasise the sound words as they read.
- Use questions to check students' understanding of the story. When the wind blows strong, I make this noise. Bang, bang. What am I? When the wind blows strong, I yell Yippee! What am I?
- Write riddles together using beginning letters/sounds and blends to give clues.
I begin with /cr/. What is my sound?
I am a sound that is made by waves.
I begin with /sh/. What is my sound?
- Write initial letters and blends on cards. Students find the words beginning with these and write the complete word.
- Focus on *make* on page 3. Say the first sound of the word deliberately and follow with the rest of the words. Ask: What is this word? Can you find it in the story? How do you change make to makes? Work together to create charts of verbs and nouns that end with s.
- Brainstorm words that start with cr- for a letter blend word web.



SUNSHINE CLASSICS

Teaching Notes Level 10



Writing

- Ask students to tell what noises might be created by a soft wind. Use these ideas to rewrite the story.

The wind blows soft. Listen to the noise.

The bells make a noise. Ting, ting, ting.

Students illustrate the new story and write sound words with appropriate lettering.

- Have students observe and record the wind for a week. They write and draw their observations in journals.
- Students make large paintings of the wind blowing strong. They write the sound words on separate paper. Display the paintings and the sound words together.
- Ask students about other things that can make noise on a windy day. (raindrops, hail, snow, thunder, lightning) Students use the pattern of the story to write about those sounds.

Home/School Link

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

Words: Make three words using the cr- letter blend

Thinking: Replace the correct punctuation in sentences from the story

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



SUNSHINE CLASSICS

Teaching Notes Level 10

When the Balloon Went Pop!

The Story

When the balloon pops, there is a chain reaction.

High-frequency Words

across, got, had, some, when

Reading the Text

- Look at the cover and title page and ask students what they think this story will be about. Ask: What is the boy holding? What sound does *balloon* begin with? Can you read the title?
- Read the story and ask students to share all their ideas and questions about the story. Guide their thinking with questions. Ask: Can you suggest other ways the author could have begun the story? Have you ever had experiences like this when one event has led to a series of events? Are there similar characters in your family?
- Have students notice how the story has a circular structure and a cumulative effect. They draw a timeline on a circle to show how they have understood the sequence of events. Ask: What is the event that starts and finishes the sequence? (The balloon going pop.)
- Have students read the story independently or with a partner.

Returning to the Text

- Reread the story and have students notice how the sentences on pages 3–8 have two parts. The first part repeats the text on the previous page and the second part states the reaction. These are called complex sentences. Have students rewrite the sentences by switching the clauses around.
Mrs Spot got a fright and dropped the coffee pot when the balloon went “pop”.
- Ask: Which do you think makes more sense? Do they state the same idea?
- Focus on the word *fright*. Have students think of other words that begin with the letter blend fr- and list them.
- Ask students to memorise the story for retelling. They can retell the story to a partner.
- Have students look for words that rhyme in the story (*spot/pot/got*). They think of other words that rhyme with fright, chair, cat, dog.

Writing

- Link students’ thinking with their writing. Ask them to think about reading/writing strategies. Ask: How do you usually begin a piece of writing? What about the characters? How do you bring them to life? Do your stories have a definite sequence? Do your stories have a main point? How do you create mood and action in your writing? Can you move and shape *POP!* and other sound words?
- Have students brainstorm about the occasion that Little Tommy Pot had balloons for. Ask: When do you have balloons? They can write and illustrate their own balloon books.

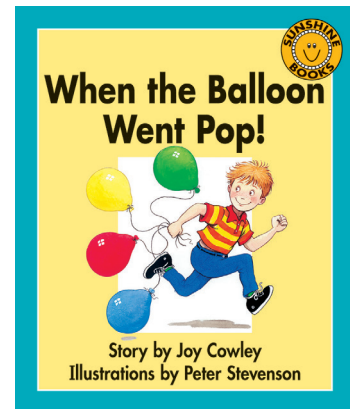
Home/School Link

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

Words: Match the rhyming words

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

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





SUNSHINE CLASSICS

Teaching Notes Level 10

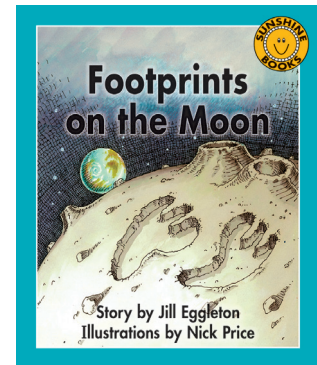
Footprints on the Moon

The Story

A moon monster consults his moon book whenever she sees footprints.

High-frequency Words

from, made, see, these, who



Reading the Text

- Talk with students about stories that contain monsters, aliens, strange creatures or things. Ask: What things would an Earth monster need if living on the moon? How will they breathe? What will they drink? Where will they get food? How will they move from place to place? Would these monsters have similar needs to people? What would the monster from Earth need to take in the spaceship?
- Read the story with students joining in as the pattern becomes clear.
- Focus on the content words in the story. Ask: What planets did the footprints come from? What sort of book was the moon book? Have you ever used a book to identify something?

Returning to the Text

- Have students scan the story for a compound word. (*footprints*) Explain that compound words are two words put together to make a new meaning. List together any other compound words students can think of. Talk about the meaning of the single words and the different meaning as compound words.
- Have students notice the word *these* on page 3. Have them get their mouths ready for /th/. They find other words in the story that start with th- (*the*) and think of others (*this*, *they*, *those*, *them*) and list them on the board. Reread the list together.

Writing

- Students read the title of the story. They say which word in the title is a compound word. They make their own compound words books. Each page shows a compound word and is illustrated to emphasise the meaning.
- Students rewrite the story using another planet, for example, “Footprints on Mars” with Mars Monster as a character.

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 sentences from the story

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



SUNSHINE CLASSICS

Teaching Notes Level 10

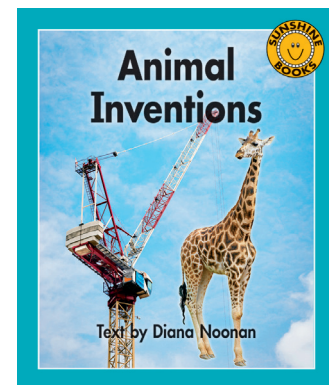
Animal Inventions

The Story

How people have imitated or adapted things that animals do.

High-frequency Words

around, does, lets, though, under



Reading the Text

- Ask students to imitate some animals (rabbit, monkey, elephant). Ask: What can birds do that we can't? What did people have to invent in order to fly? What can fish do that people can't? How do people stay underwater for a long time?
- Look at the cover and read the title. Ask: What do you think this text might be about? What can the crane and the giraffe both do? (reach up high)
- Look at the Contents page and remind students that this is a non-fiction book. Have them notice how the animal inventions are categorised – by water, air and ground. They can predict which animals might be mentioned in the text from each category.
- Look at the pictures on pages 2–3. Ask: How can fish stay underwater? What is the person wearing so that she can stay underwater? What do you call someone who swims underwater like this? (*diver*) Point to the word. As each invention is read, invite students' predictions (based on their own knowledge and experience) of what people can do.
- Look at the pictures on pages 4–5. Ask: What is this animal? (frog) What does it do? What invention lets the boy on page 5 do the same thing? (flippers)
- Repeat the procedure for pages 6-15.
- Ask the students to recall the text. They confirm their predictions.
- Students tell what they notice about the way punctuation is used in the written text. Encourage them to share ways they have used full stops, commas and exclamation marks in their own writing.

Returning to the Text

- Write the sentence on page 8, *A sugar glider glides through the air*, on the whiteboard. Lead students to discover and think about the letter blend at the beginning of *glides*. Ask: How many sounds can they hear at the beginning of the word as you say it slowly?
- Reread the text and have students identify words that begin with letter blends. (*breathes, frog, swimmer, crocodile*) List the words on the whiteboard.
- Have students create a comparison chart depicting animals and their inventions and highlighting the similarities and differences between these inventions and their imitation, interpretation and adaptation by people.
- Students find the word *diver* on page 3. They read the word, listening to the long i sound in the middle. They find more words in the book with the same sound. Write the words on a list and read them together. Make sentences together.

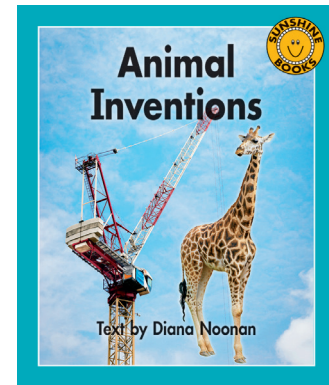
A diver dives.

A glider glides.



SUNSHINE CLASSICS

Teaching Notes Level 10



Writing

- Rewrite the story following the same structure and attending to the punctuation conventions featured in the text. Students write and draw a two-page book focusing on one idea about a way people imitate animals.
- Students draw pictures of some other ways people could use ideas based on animals. They could look in magazine and choose one idea and draw a picture of it.

Home/School Link

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

Words: Match words from the book that imitate the animal invention

Thinking: Replace the correct punctuation in sentences from the story

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



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Teaching Notes Level 10

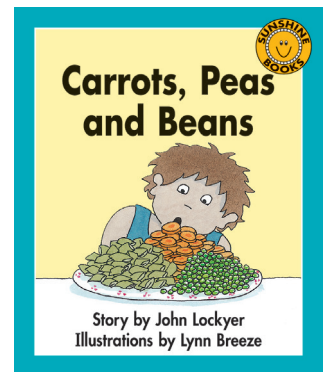
Carrots, Peas and Beans

The Story

The students play a trick on their father when he tells them to eat their vegetables.

High-frequency Words

eat, looked, many, ready, them



Reading the Text

- Discuss what everyone had for dinner the previous night. Ask: What sort of foods do you like? What don't you like? What do you do if you are served something that you don't want to eat? Why do we eat vegetables?
- Look at the cover. Ask: What has the boy got on his plate? What might he be thinking? Can you read the title? Ask them to predict what the story will be about. Read the title together.
- Look at the pictures on pages 2-3. Ask: What is happening here? What is Dad saying? How do you know he is saying that?
- Read the story, focusing on the illustrations. Ask: What are the children having for dinner? Can you find the boy's name? Can you find both girls' names? (Harry, Sally, Vicki) What word does Dad use to describe the food? (*delicious*) What are the children doing with their food?
- Look at pages 14-15. Students look at the expressions the illustrator has drawn on the faces. Ask: Why do they look like that? What did Dad say? What do you think the children will say? They turn to page 16 to check their predictions. Have students tell why they think this page is funny, and why the children in the book are laughing.
- Read the story with students, encouraging them to look carefully at the illustrations and discussing the different facial expressions and actions of the characters.
- Students read the text independently. Provide support where needed.

Returning to the Text

- After rereading the text, ask students to retell the story in their own words.
- Write the word *too* on the board. Have students find the word in the story. Ask them what the children in the story meant when they said *too many*. Students think about other ways of writing *too* (to, two) and ask a volunteer to write these on the board. Talk with students about the different meanings of these words.
- Ask students to suggest other homonyms. Chart these and make a class dictionary of homonyms. Add to the dictionary as students discover more.
- Students look at the words in the speech bubble on page 2. They read the words. Ask: Who says these words? Are these words in the text? What shows us that these are the words Dad said?
- Students look through the book for words in quotation marks. Ask them to read out loud the words that one person said on each page.
- Students reread the story in pairs, taking turns to be each character.

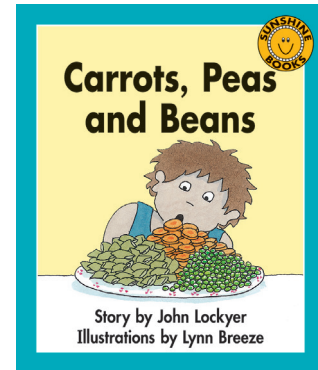
Writing

- Make some charts that focus on feelings. Encourage students to read the story and look closely at the illustrations for ideas about the way the children feel about the food Dad has prepared.
- Students make a chart to show foods they like and foods they don't like. They share and compare in a class situation.



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Teaching Notes Level 10



Writing

- Make some charts that focus on feelings. Encourage students to read the story and look closely at the illustrations for ideas about the way the children feel about the food Dad has prepared.
- Students make a chart to show foods they like and foods they don't like. They share and compare in a class situation.
- Write some menus together appropriate to the story. Brainstorm ideas related to food and a healthy diet. Find examples of menus online for students to use as reference.
- Discuss the food pyramid and then have students compile their own.

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: 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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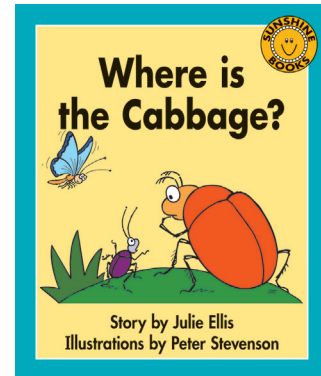
Where Is the Cabbage?

The Story

The insects are looking for some cabbage to eat.

High-frequency Words

coming, come, over, through, under



Reading the Text

- Look at the cover and the title page. Ask: What insects can you see in the illustration? What is the vegetable on the title page? Have students use their knowledge of the digraph wh- to read the title. Remind them to look at the punctuation and read the words accordingly. (question mark)
- Read the title to students and have them predict what the story might be about.
- Listen to the story together. Ask students to tell you about the story of the illustrations. Ask: Who is the main character? What did they do? How do you know which creature will join the hunt next?
- Talk about the ending. Ask: Do you think this was a good ending? Do you think the gardener would think so? Did you like the story? Why?
- Read the story with students reading along when they have picked up the pattern.
- Talk about prepositions and how they show the location of something or someone. Have students find the prepositions in the story and list them. (*up, under, over, through*) They reread the story with actions focusing on the prepositions in their movements.

Returning to the Text

- Students tell about what happened at the beginning of the story, what happened next and how the story ended.
- Use the following questions to ascertain students' understanding of the story. Ask: Did you like the story? Why? Where was the cabbage? Did the animals go over or under the roof? How did the animals get through the gate? On page 16, the animals say, "It's party time." What does that mean? What is happening?
- Focus on verbs with -ing endings. Students find the example on page 2. (come, coming) They make a chart with the verb in one column and its -ing form in the other.

Writing

- In pairs, students create a sentence using a preposition from the following list: on, behind, near, in, inside, beneath, under, over, out, through.
- Have students draw a story map and label it showing where the animals travelled in the correct order to get to the garden. (*up the hill, under the tree*)
- Students make a timeline showing the order the eight animals joined the journey to find the cabbage. They illustrate and label their timeline.

Home/School Link

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

Words: Match the caption to the picture

Thinking: Complete sentences from the story

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