



# SUNSHINE CLASSICS

## Teaching Notes Level 11

### Red Socks and Yellow Socks

#### The Story

The two Billys have great difficulty sorting out a problem with their socks.

#### High-frequency Words

but, do, had, now, them

#### Reading the Text

- Students look at the cover. Ask: What sort of story do you think this is going to be? What clues can you see about the story? Can you use them to think what the title might be? Listen to the title to confirm their ideas. Students say what they think will happen in the story and how they think it will end.
- Talk through the illustrations and have students construct a story to match what they see.
- Say the word *sock* slowly. Students listen to the sounds. Ask: What sound do you hear at the beginning of the word? What sounds follow? They tell you other words they know that rhyme. (frock, lock, knock, rock, stock)
- Students listen to the story independently. They can tap the text to hear it read.
- Have students read the story with a partner. Ask: What did you do to help you read the story fluently? How did you work together so that you could read this story really smoothly? Did you read the whole story together? Did you take turns reading page-by-page or line-by-line? What did you do to help each other?

#### Returning to the Text

- Have students read the story again. Ask: Were there some difficult parts? What did you do to work out these parts? What made some parts easy to read?
- Focus on *swapped* on page 10. Students say what they think the word means. Have them make the two sounds in sw- and brainstorm more words that begin with sw-. (swing, swan) Give students base words (hop, skip, stop) and ask them to make new words by adding -ed. Ask: Do you need to double a letter before the -ed?
- Practise making plurals. Write *sock, socks* on a chart. Students say what they notice and give reasons. They make their own plurals chart with words and illustrations.
- Ask students to find the word for what Cousin Kate did at the end. Ask: What is interesting about *laughed*? Help them think of other words in which gh is pronounced f. (enough, tough, cough)

#### Writing

- Have students tell whether this story is taking place in the present or in the past. Ask: How can you tell? What words would you change if the story is happening now? Start students thinking by reading the first page.

Little Billy has yellow socks.

Big Billy has red socks.

Work through the new text together, write it down and illustrate it. Talk about the word changes.

- Students brainstorm advice they would give to the two Billys. They write messages to the characters to resolve their problem.

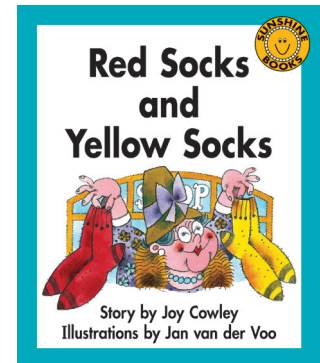
#### Home/School Link

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

Words: Make words using the letter blend sw-

Thinking: Insert words and punctuation to remake 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 11

### **I'm Glad to Say**

#### **The Story**

A pilot has a very exciting parachute jump.

#### **High-frequency Words**

had, new, up, was, went

#### **Reading the Text**

- Have students look at the cover and listen to the title. Ask: What do you think the pilot is going to do? Ask students what they know about this sort of aeroplane.
- Talk through the illustrations and have students tell what they think will happen.
- Listen to the story together. Ask: Were your predictions correct? Are there any other characters in this story? Did you notice the repetition? Tell students that this is called a refrain and in this story, the line is repeated three times.
- Read the story together. Have students read the refrain and then have one volunteer read the last line with expression.
- Look at the man's expression on page 7. Ask: How does he feel? What clues has the illustrator given you? Find the words in the text that tell you how he feels. Now look at his expression on page 9 and discuss his feelings.

#### **Returning to the Text**

- Have students look at page 15. Ask: What is the punctuation mark at the end of the last line? (an ellipsis) What does this ellipsis show you? (There is more to come)
- Students reread the text to each other with expression, taking turns to read each page. They can tap the text to hear it read. Have them retell the story noting the order of the events.
- Students find compound words in the text. They say what the two words are and talk about what they mean. (haystack, pitchfork) They can use the pen tool to mark the two words.

#### **Writing**

- Write an innovation on the story together about a bike ride.

I rode my bicycle.

I rode my bicycle.

I rode my bicycle.

I'm glad to say.

The wheel fell off.

The wheel fell off.

The wheel fell off.

I'm sad to say.

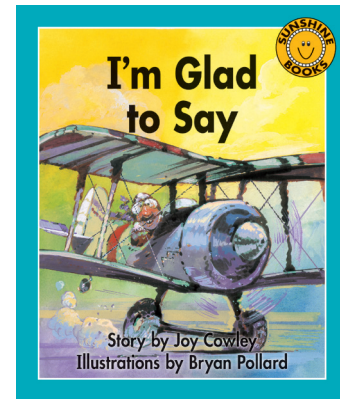
#### **Home/School Link**

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

Words: Make compound words

Thinking: Put pages from the story into the correct sequence

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





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## Teaching Notes Level 11

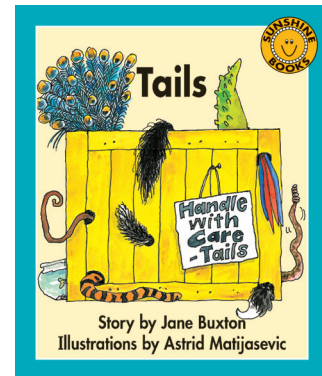
### Tails

#### The Story

Fourteen different animals tell what they use their tails for.

#### High Frequency words

am, can, look, what, your



#### Reading the text

- Show students a picture of a dog. Ask: What does it mean when a dog wags its tail? Do other animals (horses, monkeys) wag their tails when they are happy? What do they use their tails for?
- Look at the cover. Ask: What do you think the title is? Why? Ask them to predict what the story will be about. Read the title page together.
- Go to pages 2-3. Ask: What does the horse say? What does the dog say? How do you know these are the words that were said? Have students show the quotation marks on each page.
- Students discuss the illustrations. Ask: What is the horse using its tail for? Ask them to point to the word *swatting*. Discuss the letter blend sw-. Say other words starting with sw- (swing, swim). Ask: Who is the horse talking to? What is the dog using its tail for?
- Talk through the illustrations. Identify the creatures and discuss what they use their tails for. Find key words if students seem unsure of any of the words.
- Ask students why some of the print on pages 8-11 is bolder than the rest. How does this affect the way you read it?
- Students read the text independently. They can tap the text to hear it read. Ask: Do you recall what the animals used their tails for? Did you learn anything new by reading the story? Were their predictions about the story correct?

#### Returning to the text

- Go to pages 2-3. Draw students' attention to the question mark. Ask: Why is it there? Practise asking the question, "What is your tail for?" They find the word that gives the answer to the question on each page.
- Write the words on a list (*swatting, showing*). Ask: What is the same about the words? Have them find more words that end with -ing in the text.
- Students reread the text to each other taking the part of different animals.

#### Writing

- Remind students about the quotation marks on each page. Have them write the words each animal says in a speech bubble and draw a picture of the animal.
- Write a new story called "Legs" using the same pattern.  
"My legs are for standing on chimneys," said the stork.  
"My legs are for running fast," said the horse.  
Students illustrate their stories.
- Write a new story called "Hands". Take digital pictures of students doing something interesting with their hands and use them to make a book with 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 letter blends

Thinking: Insert words and punctuation to remake sentences

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



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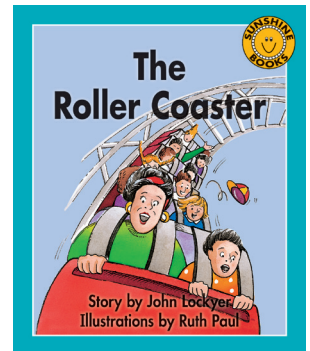
### The Roller Coaster

#### The Story

Mum and Scott go to the funfair but they have different ideas about the roller coaster.

#### High-frequency Words

came, no, that, too, will



#### Reading the Text

- Look at the cover together. Ask: Have you been to a funfair? Which ride did you like best? Which ride was scary?
- Have students discuss the illustration on the cover. Ask: What is this ride called? Would you have a ride on it? Would your mum go with you? Why? Why not? Ask students what they think the title is. Ask them to predict what the story will be about.
- Talk through the illustrations. On pages 2-3, ask: What ride are Mum and the boy looking at? What does the boy want to go on? What ride did they go on? Why?
- Continue through the story and ask students what they notice about some of the words. (They are shaped.)
- Discuss the illustrations on pages 14-15. Have students use the pen tool to circle the words that describe how the roller coaster went.
- On page 16, discuss how the illustrator has given clues. Ask: Look at their faces? How are they feeling? How did they enjoy the ride?
- Students to read the text independently. For support they can tap the text to hear it read. Ask them to recall what happened in the story. Were their predictions correct?

#### Returning to the Text

- Students reread the story together. Discuss why some words are written differently. Ask: Why do you think the author did this? Did it help you to work out the word?
- Look at some of the words Mum used to describe the roller coaster and write them in ways that show their meaning. You can use the white text box to insert type on the page.
- Have students find the word *flips* on page 11. Read it together, stretching the fl- sound at the beginning. Students tell you more words that start with fl-. Write them up on a list and read them together.
- Students read the words *slippery slides* on page 11, stretching the sl- sound at the beginning. Work together to list more words that start with sl-. Write sentences using the words for students to illustrate. They can make the sentences and illustrations into a sl- letter blend book.

#### Writing

- Talk about funfair rides students have been on. Ask: How did they feel on the ride? Make a list of adjectives they suggest. Students write their own stories about a funfair ride they have been on or would like to try, using the adjectives and shaped words.
- Write a new story about another funfair ride.

#### 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 letter blends

Thinking: Insert words and punctuation to remake sentences from the story

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



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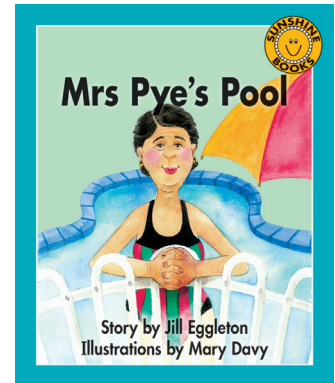
### Mrs Pye's Pool

#### The Story

Mrs Pye has ducks in her pool and she has to find a way to get them out.

#### High-frequency Words

around, by, looked, made, new



#### Reading the Text

- Look at the cover together and discuss what the story might be about. Point out to students that the publisher of the story is Wendy Pye. Perhaps this is a true story about her.
- Read the title and have students listen to the story. They tell what they know about ducks.
- Students read the story independently. They talk about problems they encounter and share their ideas about the strategies that they use to solve those problems.
- Focus on the blend sw- and have students find words in the story starting with sw-. Build a list with those from the story and others the students know. (*swimming, swim, swam*)

#### Returning to the Text

- Reread the title. Discuss the apostrophe and why it comes after the word Pye and before the 's'. (the pool belongs to Mrs Pye)
- Look at page 3 together and notice the punctuation. Ask: What does an ellipsis mean? (There is more to come or pause).
- Have students practise reading the sentence with the exclamation mark. They pause after *But* and read the rest strongly with emphasis. Ask: What does the look on Mrs Pye's face tell you? (She is shocked)
- Go to page 4. Have students point to the bold print. Ask: How would you read "Get out!"? (loudly and with emphasis) How is Mrs Pye feeling when she says these words? (Annoyed or angry)
- Reread the story making sure punctuation is used to make the meaning clear.

#### Writing

- Brainstorm water safety rules when swimming in a pool. Develop a "Safety in the Pool" chart. Students use their own experience and look on the internet for safety rules around swimming pools. They collaborate to write them up on the chart.
- Have students brainstorm and write some other signs that Mrs Pye could put around her pool.

#### 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 with the letter blend sw-

Thinking: Put pictures and words 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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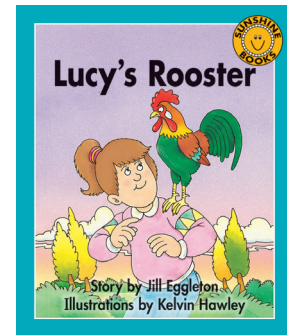
### Lucy's Rooster

#### The Story

Lucy's rooster makes a lot of noise and annoys everyone.

#### High-frequency Words

inside, take, that, through, took



#### Reading the Text

- Have students talk about pets. Students with family pets tell how they sometimes have to defend their pet if they do something wrong.
- Look at the cover and title page. Ask: What is the girl doing? Do you think a rooster is a good family pet? Do they make noise? What sort?
- Discuss the use of an apostrophe in the title and how it shows possession. The rooster belongs to Lucy.
- Talk through the illustrations and have students predict what the story might be about.
- Listen to the story together. Students note all the words in quotation marks and tell who is speaking on each page.
- Focus on the letter sound /r/ for *rooster*. Have students find other words in the story and those that they know to build a list with the same letter sound. (rooster, robber)
- Students read the story independently. Provide support if needed.

#### Returning to the Text

- Reread the story together. Have students discuss the position and meaning of the apostrophe again.
- On page 16, Dad said "That rooster is a hero!" Talk with students about heroes; those they have met in real life and those they have read about. Ask: What do you know about heroes? What do you feel about them? Do you have a favourite hero?
- Together develop a sequence chart about the main events of this story. Add language from the story to the chart.
- Find compound words in the story (*bookshelf*, *armchair*) and list their meanings. Add more compound words that the students know.
- Find words that end in -er. (*rooster*, *robber*). Discuss the meaning of these words. (A robber is a person who steals from people. A rooster is a male chicken.) Think of more words that end in -er (farmer, teacher, banker, writer, miner, singer, speaker). Discuss their meaning.

#### Writing

- Discuss how the author constructed the story. Have students work out the sequence together and use it as a basis for their own innovations. Many students will have their own pet experiences (or pet) that they can include in a similar story. For instance:

Margaret's Dog

Margaret had a dog.

She took it to the library.

The dog sat under the table.

It went,

"Woof, woof, woof, woof, woof!"

- Talk with students about the robber and what he was trying to do. They write a simple newspaper report telling of the events. Students can draw a pencil sketch about the events to add to their report.

#### 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: 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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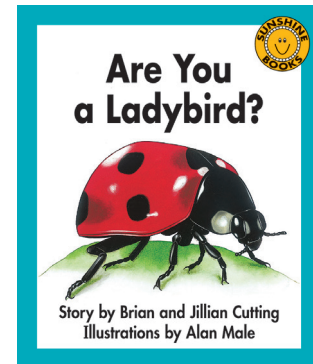
### Are You a Ladybird?

#### The Story

The ladybird is different to other insects.

#### High-frequency Words

are, can, can't, don't, you



#### Reading the Text

- Have students look at the cover illustration to identify the insect. Point out the question mark in the title. Read the title together.
- Listen to the story together. Ask: Is this story about real things or is it fantasy? Is the index a clue? Encourage students to think about the words in the index as well as the title and ask them to predict what information might be included in the book. They list their ideas.
- Focus on the question-and-answer structure of the text. Read the questions and explore the written and visual answers, inviting students to respond using their own experiences and observations.
- Focus on contractions. Have students scan the text for examples and list them all, with the two words that go to make them. (*I'm, can't, don't*)
- Students read the text independently or with a partner.

#### Returning to the Text

- Reread the text with students while filling in a Venn diagram with the ladybird characteristics that are shared with the creatures in the overlap.
- Look at the way the information was organised. Ask: What other way could the author have provided the facts about these creatures rather than pretending they can talk to one another?
- Find words in the story that start with a letter blend. Make a list of these and other words that start with the same blend. (snail/snap/snore; slide/slip)
- Have students choose one creature and research its lifecycle. They draw and label the lifecycle.

#### Writing

- Students create their own question-and-answer text using different creatures, following the structure of *Are You a Ladybird?*
- Students copy one of the illustrations and label the parts using the information from the text and other information they find.
- Students create a contents page for the book. They list the different creatures and the first page that they appear on.
- Students rewrite the story as a play. Then make masks and act their play out in groups of seven.

#### Home/School Link

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

Words: Caption four pictures from the text

Thinking: Complete sentences from the story

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



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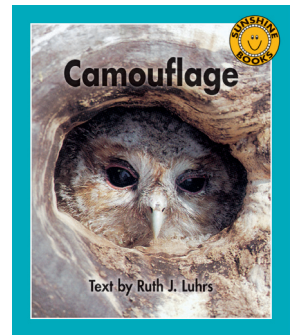
### Camouflage

#### The Story

Different animals camouflage themselves using colour and the shape of their bodies.

#### High-frequency Words

does, find, many, see, their



#### Reading the Text

- Look at the cover and the title page. Ask: What can you see? Why is it difficult to see these animals? What do you notice about them? What is the word for this called? Why do animals use camouflage?
- Go to pages 2–3. Ask: What can you see in these photographs? What do you notice about the animals and their surroundings? Can anyone point to the word *camouflage*?
- Go to page 4. Ask: What can you see in this photograph? Point to the word *fawn*. What is a fawn? Where is it hiding?
- Repeat this procedure for pages 6–15. Look at page 16. Ask: What is this called? What is its purpose? Explain that they will return to the index after they have read the text.
- Students read the text independently. Provide support where needed.
- Look at the structure of the text. Ask: What do you notice about the way the text has been constructed? Guide students to notice that the explanation has an introduction followed by events explaining how/why camouflage happens. This is then followed by a question-and-answer format.

#### Returning to the Text

- Collect some books with indexes so students can practise finding information. They select a book, browse through it, read the index and make predictions about the information they would expect to find surrounding different words.
- Go to page 16 and have students demonstrate how to use some of the entries.
- Students scan the text to find words with the long /e/ sound. Make a list. (see, asleep, weeds, leaf, leaves, green) Discuss how the sound can be spelt with either ee or ea. Brainstorm words that end in ee and make a word family word web with them. (bee, see, free, knee)
- On page 2, focus on the wh- digraph in *what*. Have students tell other words that begin with this sound. They list them.
- Students reread the text independently or with a partner.

#### Writing

- Students think of other animals that use camouflage, e.g. crab, sloth, arctic fox, butterfly, sea dragon, tiger, lion, zebra, spider, snail, praying mantis, caterpillar, chameleon. They write some question-and-answer cards around these animals. Students think carefully about the question-and-answer model in *Camouflage*.

#### Home/School Link

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

Words: Make four words with the word family -ee

Thinking: Match sentences 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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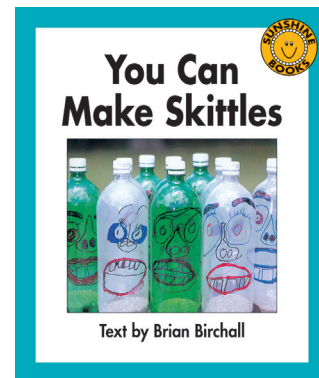
### You Can Make Skittles

#### The Story

Make skittles and play the game.

#### High-frequency Words

back, made, now, one, play



#### Reading the Text

- Ask students if they know how to play skittles. Allow time for them to explain the rules. Ask them what you could make skittles out of if you didn't have any.
- Look at the cover. Ask: What is drawn on the bottles? Why? Read the title together.
- On the title page, direct students' attention to the Contents. Have them use the contents to predict what the text might be about.
- Go to page 2. Ask: What is different about the words on this page and the words on the other pages? Why are they set out this way? What other types of books do you find lists in? Have students suggest what this list is for. List the items. Count the bottles.
- Discuss procedural/instructional texts. Have students tell about something they can make or do. Discuss how this text is going to show how to make skittles, as the title suggests.
- Together, look at the pictures on pages 4-13. Ask students questions to make sure they understand the instructions. Ask: What is the girl doing with the felt pens? What has she made? How many rows of bottles has she made?
- Go to pages 14-15. Ask: Is the girl still playing skittles by herself? What do you think she is writing down? Find the word *score*. Do you need to keep the score when you play by yourself?
- On page 16, ask: Why is the girl jumping up in the air? What do you call it when you knock down all of the skittles at once? Find the word *strike* in the text.
- Students read the text independently. Provide support when needed.
- Ask students to recall what was in the text. Were their predictions correct?

#### Returning to the Text

- Students can use pencil or coloured felt pens to draw diagrammatic directions telling how to make and play skittles.
- Have students find the word *knock*. Listen to the sound at the beginning of the word. Look at the letter it starts with. Ask: What can you tell me about the k? Ask them to tell you any other words they know that start with a silent k.
- Focus on the sk- letter blend at the beginning of *skittles*. Have students think of other words that begin with this blend.
- On page 14, students find the word *play*. They read it, stretching out the pl- sound at the beginning. They find another word that starts with pl on page 2. They tell you more words that start with pl.

#### Writing

- Rewrite the procedure as a recount. Have students orally recount making and playing skittles. Work with them to develop a when, where, who, what, why mural of the procedure. They draw and cut out crayon, pastel or felt pen pictures for the mural. Use this mural to write the recount of skittle making and playing experience.
- Rewrite *You Can Make Skittles* using the headings Goal, Materials, Steps, Test.

#### 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 letter blend sk-

Thinking: Put text and pictures 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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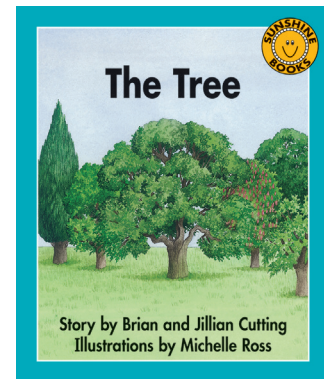
### The Tree

#### The Story

This text is in two parts: facts about trees and a story about a tree.

#### High-frequency Words

about, every, never, our, their



#### Reading the Text

- Look at the cover and title page. Have students read the title. Ask: Do you think this will be a made-up story or about something real? Look at the contents. Does that give a clue? Explain to students that this text is both genres. It is about trees but it also has a story in it with a message.
- Have students read the story. Support them if needed. They share what they know about trees and why they think the authors wrote this book.
- Have students suggest the type of text this is. (persuasive) Ask: What scenario do the authors show to persuade us that cutting down trees is not always a good thing?
- On page 14, ask: Why have the authors used the bold text? (emphasis) Do you think this works? Why do you think the man walked away on page 16?
- Discuss the way the illustrator has shown the feelings of the girl on pages 12, 15 and 16. Ask: Does this give you clues as to what she is feeling?

#### Returning to the Text

- Reread the text. Have students make links between the factual part of the text and the story.
- Students talk about where to find trees in their neighbourhood. Ask: Have any trees been cut down near where you live? Would you mind if a tree near your house was cut down? Students share their experience of trees for climbing, for swinging on, for sheltering under.
- Focus on letter blends in the text. Have students find words that begin with the letter blends gr-, tr-, ch- and st-. They can use the pen tool to circle them. (grow, trees, change, stay)
- Go to page 14 and focus on the possessive pronouns *our* and *your*. Students think of other possessive pronouns they know and list them. (their, her, his, my)

#### Writing

- Write another persuasive text following the structure of *A Story About a Tree*. Select a topic about something that endangers a habitat or a favourite place such as a beach, a park or a river. Encourage students to brainstorm and construct a plan of what they know about the topic. They can illustrate their story.

#### Home/School Link

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

Words: Make three words with the letter blend tr-

Thinking: Complete sentences from the story by inserting punctuation

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