



SUNSHINE CLASSICS

Teaching Notes Level 12

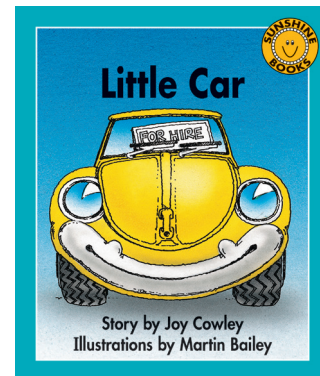
Little Car

The Story

A family hires a car that is too small for them.

High-frequency Words

away, come, going, have, little



Reading the Text

- Students talk about cars and what they know about them. Read the title and look closely at the cover and title page illustrations. Read the sign on the car window and talk about a possible setting. Ask: Does the illustration on the title page give us any clues about what might happen in the story? Do you think the setting is likely to change as the story unfolds?
- Students talk through the illustrations and tell everything they notice. Encourage them to say what the story will be about. Ask: What do the characters do? What are their feelings? Where does the story take place? How does this change?
- Listen to the story together, using the illustrations to interpret the story and predict what will happen next.
- Have students read the story. They can tap on the text to hear it read. They talk about how they feel about the characters and events and how the illustrations helped their understanding.

Returning to the Text

- Students read the story in pairs, using the sort of voices they think the characters might use. Ask: What clues tell you how the characters might speak? (pages 2–11 *said*; then *yelled*)
- Focus on contractions. (let's, it's, won't, we'll) Students name words for the expanded version.
- Students read with reading partners. Encourage them to think and talk about the story as they read together. Have them talk about the characters. Ask: Who are they? Is the car a bit like one of the characters? How did the characters change? Why does the car seem to be a little car to the Lumps? Is that the reason it slowed down and stopped? How does the artist tell the reader how the Lumps and the little car feel? On page 15 we get the idea that it is not going to be an easy walk home for the Lumps. What gives us that clue?
- Look at the word *clever* on page 16. Talk about the /k/ sound and have students brainstorm more words that begin with /k/.
- Students say why the car thought it had been clever. They point to illustrations and read parts of the story to give examples.

Writing

- Have students think about what would happen if small people drove a very big car? Rewrite *Little Car* using this situation or another variation that students invent.
- Students make drawings of themselves doing something special or clever. They write a sentence saying why and present a talk about what they can do.

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 cl-

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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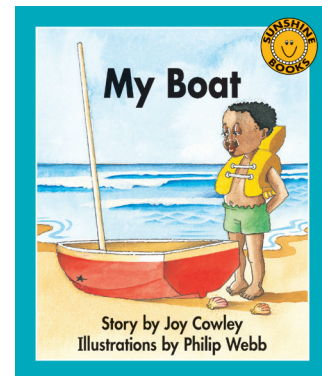
My Boat

The Story

A boy tries to patch his leaking boat.

High-frequency Words

across, did, new, with, would



Reading the Text

- Look at the illustrations on the cover and title page. Students predict what will happen in the story. They read the words in the title. Ask: What clue has the illustrator given in the illustration of the boat? (hole in the bottom)
- Students listen to the sounds in *boat*. Ask: What words do you get if you replace the /b/ in boat with fl-, /c/ or /g/? List words for students to illustrate. They use the words to write rhymes. A goat wearing a coat can float, but only in a boat!
- Have students listen to the story to see if their predictions were accurate.
- Read the story together. For help, students can tap the text to hear it read. They identify and circle with the pen tool other rhyming words. (brother/another, new/blue/two)
- Write words that rhyme with *blue* in a list. (two, new, do, to, zoo, crew, shoe, too, few, who, you, true) Students look closely at the words. They notice how they feature sounds that rhyme, but are spelt differently. Help students sort the words into groups with the same spelling.

Returning to the Text

- Listen to pages 2-4 with students. Ask: What has the author done to help us read this story? What has the illustrator done? Students point out examples of rhyme, rhythm and clues in the illustrations.
- Students read the text with a reading partner and practise reading aloud with pace and expression appropriate to the grammar. For example, they pause at full stops and raise their voice for questions.
- Have students say the author's name. They listen to the word *Cowley* and think of other words where y sounds like e. (sorry, lucky, funny, very) They find other words that feature y in the text (my), read them in context and make comparisons with the words in their word bank.

Writing

- Students explore what can and cannot float. Ask: Why does a boat sink when it has a hole in it? A spool of thread has a hole in it. Would that sink? Would a needle sink? Have them test their predictions by trying to float various objects. Together they can fill in a chart to record things that float and sink.
- Help students write the events of the story in the proper sequence. They include capital letters and punctuation.
- Students use the white text box to write the thoughts of the little fish in the story.

Home/School Link

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

Words: Make words with the word family -oat

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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The Terrible Tiger

The Story

Children go hunting for a terrible tiger and pretend they are brave until they find him.

High-frequency Words

anything, back, over, through, under

Reading the Text

- Students use the cover and title page illustrations to make predictions about the characters. Ask: Who will we read about? Where do we get this information – in the illustrations or in the title? What are the children doing? What does *terrible* mean? How will the tiger be terrible? What do you think will happen to the characters at the end of the story?
- Talk through the illustrations and ask: Where does the story take place? Which picture gave you the idea the story was going to change? Which picture was the hardest to work out? Which was the easiest?
- Students look at the text on page 4 and listen to the sounds in *creep*. They say the word, stretching the sounds /cr/ /eep/. Ask: What are the two sounds at the beginning of the word? What letters do we write to show these sounds? What are the sounds that follow? How will we show the /e/ sound in the middle of the word? What sound can you hear at the end? What letter is used for this sound? Students help write other words that rhyme with *creep*. (sheep, sleep, deep, beep)
- Have students read the story. They can get help by tapping on the text to hear it read. Ask: What are some of the things the illustrator did to help you work out what was happening? Was there a pattern in the story that helped you to read it? (repetitive)

Returning to the Text

- Read the story together, pausing to think and talk about the illustrations, events, characters, their actions, their feelings and the pattern of the text. Students say how different parts should be read and demonstrate by reading aloud, using intonation and expression to convey the meaning.
- Find the word *scared* on page 2. Ask: What does *scared* mean? What other words could you use? Focus on the letter blend at the beginning of *scared*. Ask students for more words beginning with sc-.
- Explore the meaning of the action words *creep* and *scamper*. Ask: What other verbs could you use? List words with similar meanings. (tip-toe, scurry)

Writing

- Students help to write sentences from the story. Ask: How will we show how this sentence begins/ends? How will we show that the characters are talking? How will we show that the reader needs to pause before reading the next word?
- Students act out the story to show they understand the action words, the adjective *terrible* and the prepositions (over, under, through).
- Rewrite the story about children going to visit someone they are not afraid of, or doing something they enjoy doing.
We're going to see our favourite teacher.
We're not afraid of our favourite teacher.
We're not afraid of anything.

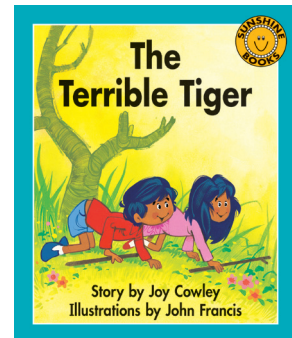
Home/School Link

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: Caption pictures

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





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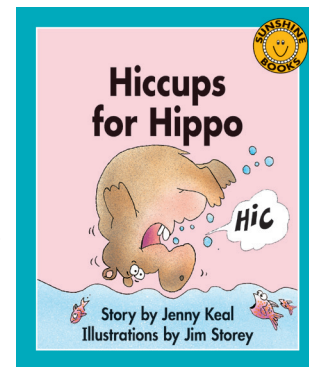
Hiccups for Hippo

The Story

Hippo has the hiccups and tries different remedies but he annoys the lion who wants to sleep.

High-frequency Words

drink, next, too, want, work



Reading the Text

- Ask students about having hiccups. Ask: What did you do to try and stop them? Did it work? Did other people tell you ways to stop them?
- Look at the cover and title page. Ask: What is this animal? What is wrong with him? How do you know? Ask students if they know what the title is. Read it together. Ask them what they think the story will be about.
- Talk through the illustrations together, focusing attention on the word *HIC* and the speech bubbles. Have students tell what they think is happening. Ask: What has Hippo been doing? What has he eaten? What do you think the monkey might be saying? Find the words in quotation marks that tell us what the monkey said.
- From page 6, what does Hippo do to get rid of the hiccups? Does it work?
- Students read the story. For help, they can tap on the text to hear it read. Ask them what they notice about the word *HIC*. Discuss why the writer and illustrator have used a different sort of type for this word.

Returning to the Text

- Students read the story independently. Have them find the word *holding* on page 6. Ask: What sound can you hear at the end? What letters make the sound -ing? Can you find some more words in the story that end in -ing? (having, standing) Use the pen tool to highlight -ing. Students tell you other words that end in -ing. Read the words with and without the -ing. Try adding -ing to some other verbs (look, see, cry, read).
- Ask students to find the page where the lion roared. (page 12) Ask them to read the page together. Ask: What did the lion roar? Write the word *quiet* into the class alphabet book. Write other qu- words onto the page. Talk with the students about the relationship between q and u. Have students “get their mouths ready” and think of other qu words.

Writing

- Students work in groups to create a play from the story. They share their ideas on how the different animals will say their lines and then act out the play in small groups.
- Students write a new story about having the hiccups themselves with the same pattern as *Hiccups for Hippo*. They list all the people who may offer advice and what they say. Encourage them to think carefully about the ending of 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 words using letter blends

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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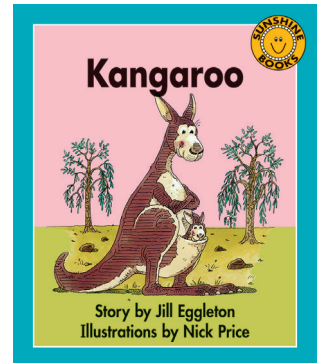
Kangaroo

The Story

The baby kangaroo keeps falling out of the pouch until Owl provides a solution.

High-frequency Words

had, jump, out, went, will



Reading the Text

- Look at the cover. Ask: What is this animal? Where does it usually live? What is its baby doing? Students share what they know about kangaroos. Collect any questions they might have and write them down. Together share ways to find out the answers. They read the title of the story.
- Introduce the story by looking through the illustrations. Have students tell what is happening.
- Listen to the story together. Ask questions to help students understand the meaning of significant parts of the story. Ask: Why did Kangaroo ask Owl? Why are owls always thought to be wise? Was the pouch too big? Was the joey too small?
- Point to the word *jump* on page 2. Focus on the word family -ump. Have students find another word belonging to the -ump word family. (*bump*) They think of other words ending in -ump and list them.

Returning to the Text

- Focus students' attention on the word endings in this story. (-ing, -ed) Try replacing words in the sentences with other words of the same tense, or a different tense: Kangaroo is jumping over the grass. She has a baby in her pouch.
- Have students retell the story to demonstrate their understanding. Ask: Does anyone know the name for the baby kangaroo in the pouch? (joey) Do you think kangaroo mothers need a safety belt for the babies? What is the author's purpose in writing about a seat belt for a baby kangaroo?

Writing

- Ask students to do some research about animals with pouches. Choose books and information from the internet.
- Focus students on the part of the story where the author talks about seat belts. Discuss with them the importance of seat belts and when and why we use them. Ask: What are the other safety features of cars, of bikes, or skateboards? Have students work in pairs to write a story about using a safety feature.
- Students make collage pictures of a kangaroo and baby in the pouch. They use language from the story to label their display.

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 -ing version

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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What Am I?

The Story

Find out what animals live in the jungle.

High-frequency Words

eat, fly, live, small, yellow

Reading the Text

- Look at the cover and title page illustrations. Ask: What habitat do you think this is? What animals might live here? Have students list the vegetation and any other features they notice. Go to page 2 and read the words.
- Explain to students that this is a non-fiction text with questions and part of an illustration on a page followed by the answer when you go to the next page. Together read the text and pause before turning the page so that students can guess the animal.
- Look at the questions and answers from page 5–14. Ask students more questions to ensure they know the names of the animals. They use the illustrations as clues and note any facts about the animals that are shown. (The leopard has long whiskers and it is big.)
- Students read the text with a partner. On page 15, the list all the animals they can see in the illustration. (six altogether)

Returning to the Text

- Students go to page 16. Ask: What do we call this list of words in the back of a book? (index) They point to the word Index. They use the index to find pages about a monkey.
- Have students find the word that describes the crocodile's teeth. (*terrible*) They read the words on page 3 and tell whether that is a good word to describe the teeth. Ask: What other words could we use to describe the crocodile's teeth? (sharp, big) Have them scan the text to find other describing words and share whether they think they are good or not and offer some alternatives.
- Focus on the type of book this is. (non-fiction) Have students list the features they find in this text that shows it is about real things. (question-and-answer format, captions, labels, index)
- Ask students to tell what they notice about the title, *What Am I?* Ask: What does the question mark mean? Why do you think the authors chose a question for the title?

Writing

- Students complete a chart with four columns headed Home, Body, Food, Movement. They use the text and the illustrations to fill in the chart for each creature. Those rows where there is no information, they can fill by using the internet or other texts to research details. For example, the monkey lives in the trees; has a long tail, brown hair, fingers and toes; eats fruit and nuts; swings and climbs in the trees.
- Students make some "What Am I?" fact cards.
- Students write their own *What Am I?* story using information about themselves.

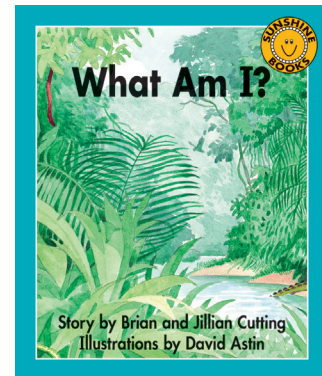
Home/School Link

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

Words: Make three words using the sl letter blend

Thinking: Label the picture

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





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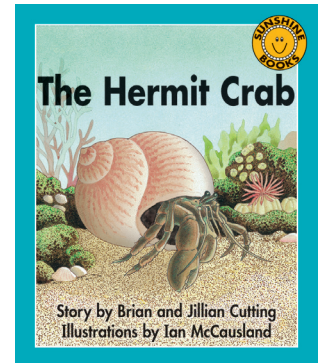
The Hermit Crab

The Story

The hermit crab must find a shell large enough to protect it from predators.

High-frequency Words

just, live, many, other, right



Reading the Text

- Look at the cover and have students predict what the text might be about. Ask: What is the setting for this text? Do you know what the creature is in the picture? Have students share what they know about rock pools and crabs. They read the title.
- Go to the title page and discuss what the contents page is for.
- Go to pages 2–3. Ask: What is happening in this illustration? Have students find the words *hermit crab* and *rock pools*. The find and name the other creatures in the illustration. (sea stars, anemones, coral, shellfish, sea snails)
- On pages 4–5, have students read the words and then tell what this means about the hermit crab. (Explain to students that the hermit crab has to find shells to hide in to protect itself from predators. As the crab grows, it must find larger shells.)
- Read the rest of the text together up to page 15. Ask questions to ascertain students' understanding of the text. Ask: Why is the hermit crab always looking for a new shell? Does it matter what sort of shell it finds to hide in? What is it hiding from? What are the empty shells?
- Students read the text independently or with a partner.

Returning to the Text

- Go to page 16 and ask students what the purpose of a glossary is. They tell if it helps them to read the words.
- Students reread the book and find the word *live*. Ask: What kind of word is *live*? (a verb or doing word) What form of the verb can you see on page 6? (*living*) Students make a two-column chart to find the verbs in the text and write their -ing version. (find, look, hide, look, have)
- Have students retell the story in the correct sequence. They can use their retelling to make a timeline for the hermit crab's search for a new shell.
- Have students use an online dictionary to find the definition of the word *hermit*. (solitary person) Knowing what the word means, have them brainstorm why they think this creature is called a hermit crab.

Writing

- Students innovate on the text using another creature looking for a home, e.g. a dog in a kennel, a bird in a nest, a rabbit in a burrow.
- Brainstorm rock pools and have students make notes about how they form, where to find them and what can be found in them. They use this information to write about life in a rock pool.

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.



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The Dandelion

The Story

A dandelion seed floats on the wind and lands in a garden.

High-frequency Words

comes, grow, some, three, two

Reading the Text

- Look at the cover and have students predict what the text might be about. Ask: Can you see any short words inside the big word in the title? (dan, and, lion) Together sound out the word *dandelion*. Students confirm if their prediction was correct.
- Go to the title page. Read the contents list. Have students note if their predictions are still correct.
- Go to pages 2–3, ask: What is the girl doing? Has anyone ever done this? Why?
- Go to pages 4–5, ask: What is happening here? Why do seeds float on the wind? What will happen to the seed that lands in the water? What will happen to the seed that lands on the road?
- Continue reading the words and the illustrations to see the dandelion seed grow.
- Focus on the word *grow*. Students tell other words that start with the letter blend gr-. They make word webs for the letter blends fl-, gr-, st-.
- Students read the text independently or with a partner.

Returning to the Text

- Discuss how information has been presented in this text. Students note the title, contents, glossary and diagrams.
- Students work with a partner to retell the text following the text structure. Ask: Did the structure help you to read this text? Did you see the seed on page 6 in the snow?
- On page 14, ask: What is happening in the illustration? Why is the boy saying the time? (Each time he blows is another hour – a fun thing to try!)

Writing

- Students make a question-and-answer book. They reread the text and write a question for each page. Remind them to ask questions that will help a learner read the text. They reread the text to ensure all the questions are answered in the text.
- Have students create a chart for the four seasons. Alongside each season, they write what happens to the dandelion or the seed during that season. Illustrate the chart.

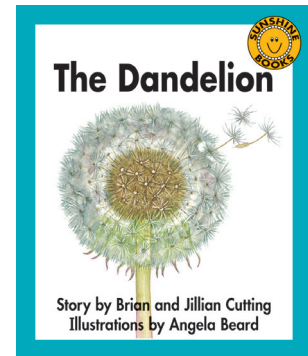
Home/School Link

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

Words: Label the picture

Thinking: 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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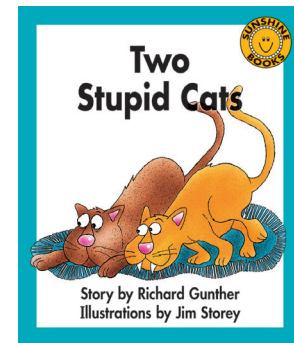
Two Stupid Cats

The Story

A mouse proves to be much too clever for two stupid cats.

High-frequency Words

began, both, could, once, very



Reading the Text

- Ask students if they have ever played a trick on someone or had someone play a trick on them. Ask them to tell you about it.
- Look at the cover illustration. Ask: Find the word in the title that tells you what sort of cats they are. Do they look like clever cats? Read the title together. Allow some time for students to talk about cats they know. Ask them to predict what the story will be about.
- Look at the illustration on pages 2-3. Ask: What colour are the two cats? Point to these words in the text.
- Go to pages 4-5. Ask: What have the cats caught? What do you think they will do with it?
- Repeat the procedure for pages 6-9 with students telling what the cats are doing and what they are saying.
- On page 10, direct students' attention to the speech bubble. Ask: Who is talking now? What is the mouse saying? What do you think he might be going to tell them?
- On pages 12-13, ask: What is the mouse telling them to do? Why? Find a word in the text to tell you what he wants them to do. What do you think the mouse will do next?
- Students read the text independently. Provide support where needed. Ask: Were your predictions correct? Where the cats stupid? How?
- On page 2, focus on the indefinite articles *a* and *an*. Have students comment on what they notice and give reasons for *a brown cat* and *an orange cat*. Focus on the concept of using *a* before a word beginning with a consonant sound, and *an* with a vowel sound. Students find other examples of the indefinite article in the story. (a mouse, an idea, a competition)

Returning to the Text

- Review the use of speech bubbles on pages 10 and 12. Have students find the words in the main body of the story. Ask: What other words could have been in the speech bubble? If there had been a speech bubble for the cats, what would have been in it? Students reread the text in pairs, taking turns to be the mouse and a cat.
- Focus on the letter blend *st-* at the beginning of *stupid*. They say the word and suggest other words beginning with *st-*. They make a *st-* word web.
- Create a story map of *Two Stupid Cats*. Reread the story several times and model story mapping for students. They think about the sequence of events and draw the main points. In small groups they act out the sequence of events. They add labels and captions to their drawings.

Writing

- Write another story following the same pattern as *Two Stupid Cats*. The animals need not be stupid. They could be clever, or sly. Reread the story together. Students suggest other animals to include in the rewritten story. Support them in writing a new story. Students design a cover and title page. Encourage them to show expressions of surprise and stupidity in their drawings of their chosen animals.

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 *st-* letter blend

Thinking: Put the correct 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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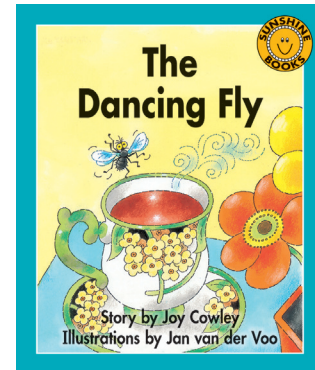
The Dancing Fly

The Story

A fly dances around a shop and annoys the shopkeeper.

High-frequency Words

again, got, little, now, there



Reading the Text

- Look at the cover and title page. Ask students to predict what the story might be about. Ask: Can anyone read the title? What has the illustrator done to make the fly appear to be dancing?
- Read the story together, with students joining in as they pick up the rhyming pattern. They can use the illustrations as clues to the content words. Ask: What helped you to read this story? Was it the rhyming words? Was it the illustrations? Was it the repetitive language? Talk about how we use these strategies to read unknown words.
- Students read the story independently. Ask: Do you think the fly or the shopkeeper man won? How do you know? (*Dance!* is the last word in the story so the fly was still dancing.)
- Talk about how the illustrator has given clues as to the feelings of the shopkeeper man and to the movements of the fly.

Returning to the Text

- Focus on punctuation. On page 11, have students explain why there are commas between the words *split*, *splat*, *splotter*. On page 16, they read the words using the clue that the exclamation marks give to the action.
- Focus on the fl- letter blend. Students list other words they know that begin with fl-.
- Students scan the story and list the rhyming words.

Writing

- Discuss with students the health issue of eating food after a fly has been on it. Students brainstorm and write ideas about what the shopkeeper could do to prevent flies landing on his food and his head. Present the information as a chart with illustrations.
- Students research the lifecycle of a fly. They make a chart to show this with illustrations.
- Have students write a description from the fly's point of view. Describe what it is like to fly into a shop, smell the yummy food and try to taste it before someone stops you.

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 letter blend fl-

Thinking: Put words and punctuation back into sentences from the story

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