



SUNSHINE CLASSICS

Teaching Notes Level 2

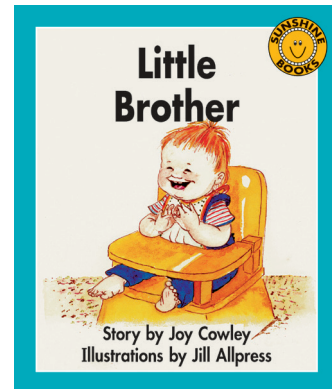
Little Brother

The Story

A sister looks after her little brother.

High-frequency Words

he, little



Reading the Text

- Have students look at the picture on the cover. Ask: How old do you think the little boy is? What things can little children do at this age? What can't they do? Students share their own stories about younger brothers and sisters.
- Listen to the title. Ask: What do you expect to read about in this story? Look at the title page and have students tell who they think the girl is. How does the title help you work this out?
- Look through the illustrations and have students tell the story from the illustrations.
- Listen to the title and ask: How many sounds can you hear in *little* and in *brother*? Students clap the sounds several times
- Students read the book themselves. They can tap a word to hear it read. Talk together about what helped them read the words. Ask: Who do you think is telling the story? What did you notice about the cat in the story? Why do you think the illustrator drew a cat?
- Have students retell the story in sequence. Use the pen tool to circle the content words and reread them together to confirm the retelling.

Returning to the Text

- Ask students what they know about little brother and record their responses. They read the story, looking at the illustrations to extend their ideas. Talk about how the illustrations helped them to read the story. Prompt students by asking questions.
What colour is the boy's hair? How is he feeling? How do we know he has a big sister or brother? Does the story tell us?
- Have students tell what they know about the beginning and end of a sentence. They reread the story to find the capital letter (page 2) and the full stop (page 8).
- Talk about words that mean the opposite. Reread the story to find pairs of words like this – laughs/cries, climbs/falls. Use the pen tool to mark the words. Work with students to find more opposites. Make an opposites chart.
- Say the word *he*. Ask: What sound can you hear at the beginning? What is the name of the letter?

Writing

- Discuss the pattern of the story together. Work with students to write a new story about themselves. For example,
Room 2 students
They read, they write, they count, they have fun.
Students illustrate the pages or use digital photographs taken in the classroom. Together make a big book to share with other classes.
- Students rewrite the story using family members as the main characters. They take it home to share with their family.

Home/School Link

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

Alphabet letters: E, F, L, D, H

Words: Match sentences to the pictures from the story

Thinking: Sequence pictures from the story

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



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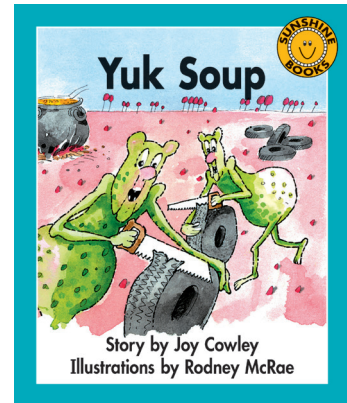
Yuk Soup

The Story

Two aliens make soup using a variety of unsuitable ingredients.

High-frequency Words

go, in, some



Reading the Text

- Ask students if they like soup and what things go in their favourite soup. Look at the cover. Have students talk about the characters. Ask: What do you think they might be? What are they doing? What else can you see in the picture?
- Listen to the title. Ask: What does *yuk* mean? What do you think would go into yuk soup? Look at the title page. What are the aliens doing? Look through the illustrations and talk about the things that go into the soup. Ask: What do you think the creatures are saying on the last page?
- Say the word *yuk* slowly. Ask students how many sounds they hear. Talk about the -uk sound. Ask: What words do you know that rhyme with *yuk*? (duck, luck)
- Students read the story by themselves. If they need help they can tap a word to hear it read.

Returning to the Text

- Have students look carefully at the illustrations. Ask: What do you know about the things that went into the soup? What are snails, feathers, thistles? What would each of these things be like in soup? Record their responses.
- Students reread the story. Ask: Where do you find the content word in each phrase? (Mark them with the pen tool and draw an arrow to show where they appear in each illustration.) What do you notice about each phrase?
- Talk about the letter y at the beginning of *yuk*. Students name the letter. Work with them to make a chart of words that begin with y. Model the correct formation of the letter y.

Writing

- Discuss the structure and pattern of the story and work with students to rewrite using a different structure.

Some snails go in.

Some feathers go in.

Some thistles go in.

They suggest other ways the story could be written.

Put some snails in.

Put some feathers in.

- Students make a list of ingredients for yuk soup. Ask them how these ingredients could be listed, e.g. a shopping list or ingredients in a recipe. They write the recipe and their story on a large sheet of paper and highlight or circle the content words.

Home/School Link

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

Alphabet letters: G, F, I, S, Y

Words: Match the words to the pictures

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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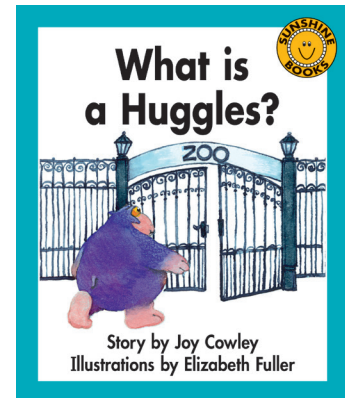
What is a Huggles?

The Story

Huggles walks around the zoo looking for another huggles to hug.

High-frequency Words

a, is, not, what



Reading the Text

- Look at the cover. Read the title. Students describe the huggles. Write down as many of the words and phrases they provide. Ask: Where is the huggles? What do you think it might be doing? Look at the title page. Ask: What do you think the huggles might be saying to the elephant?
- Read the title together. Say *huggles* slowly. Ask: How many sounds can you hear in the word? What sound can you hear at the beginning of the word? Students name the initial letter. Write *hug* on the board. Work with students to list words that rhyme with *hug*. They help spell the words. Talk about the initial sound and the end sound. Ask: What do you notice about the words?
- Listen to the text and talk through the illustrations on each page. Ask: What do you think the huggles might be saying to the animals? How are the animals feeling?
- Have students read the book. They can tap a word to hear it read. Ask: What helped you read the story? What happened in the story? Why do you think the huggles was looking for a huggles? How does the huggles know a tiger is not a huggles? How does he know a huggles is a huggles?
- Talk about the feelings of the animals in the story. Look at the illustrations and talk about their eyes. Ask: Why are they feeling like this? Students talk about times when they have felt annoyed when someone got too close to them.

Returning to the Text

- Talk about where the story is set. Compare the illustration on the cover with the illustration on the last page. Ask: How do you know the huggles is going into the zoo at the beginning and leaving at the end? How do the illustrations tell us this?
- Students retell the sequence of the story and then reread to confirm.
- Work with the students to make a story map. They label the animals. Discuss the initial letter of each animal.

Writing

- Have students discuss the pattern of the story. Talk about the one word change in each sentence. Ask: How does the pattern change at the end? Have them use the pattern of the story to form the basis of a new story.
What is an elephant?
A cat is not an elephant.
A dog is not an elephant.
An elephant is an elephant.

Home/School Link

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

Alphabet letters: A, S, K, N, T, B

Words: Match high-frequency words

Thinking: Match words to pictures (names of animals)

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



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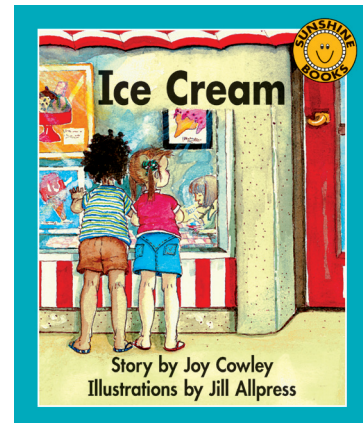
Ice Cream

The Story

Too much ice cream can make you feel sick.

High-frequency Words

in, like, on, the, we



Reading the Text

- Look at the cover and discuss what the children are doing. Go to the title page. Ask: Were we right? Students work out the title and read the name of the author and illustrator.
- Look through the illustrations and talk about the different settings. Have students tell what the children are doing on each page. Ask: What do you notice about the amount of ice cream they are eating? What do you think might happen at the end? Listen to the story together.
- Ask: What do you notice when you say *plane* and *rain*? What sounds can you hear that are the same? List other words that rhyme with *rain/plane*.
- Talk about words that have the same sound and different spellings. Ask: How many sounds can you hear when you say *hill*? What are they? What happens if you take away the /h/ sound at the beginning? Record students' comments. What does *ill* mean? What makes children feel ill? Can you think of other words that rhyme with *hill/ill*? What do you notice about the words? List them.
- Students read the book. They can tap a word to hear it read. Ask: What helped you read the story? Did the rhyming words help you?

Returning to the Text

- Write up the high-frequency words – in, like, on, the, we. Students read the words and find the words in the story.
- Have students look carefully at the illustrations. Ask: What do the illustrations tell us? List their ideas – setting, feelings and ideas about the characters. Relate the story to their experiences. Ask: Are you allowed to eat in the car? Have you ever been in a plane? What did you eat?
- Share ideas about the types of food people might eat in the snow. Ask: What would happen if you ate ice cream in the rain? What does the illustration tell us?
- Students talk about what happened at the beginning and the end of the story. They retell the story in their own words. They make a Beginning and Ending chart for the book.

Writing

- Reread the story with students. Ask: What do you notice about the pattern of the story? What word changes in each sentence? How does the pattern change at the end of the story? Have students rewrite the story.

Home/School Link

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

Alphabet letters: R, F, C, I, H

Words: Match high-frequency words

Thinking: Recognize rhyming words

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



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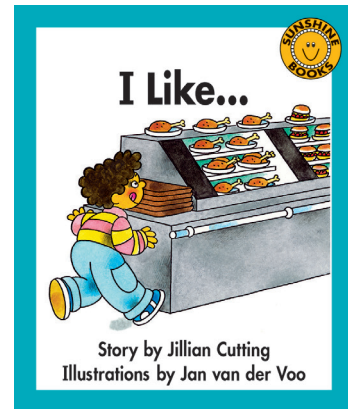
I Like...

The Story

Favourite foods and one that isn't a favourite

High-frequency Words

I, like



Reading the Text

- Listen to the title together. Students use the picture on the cover to say what they think will happen. Ask: What do you think the story will be about? Who do you think is telling the story? What does the ellipsis tell us? Can you read the words on the cover?
- Look through the illustrations. Ask: What sort of food does the boy like? What sort of food doesn't he like? Students use the illustrations to help work out the words and the meaning.
- Have students point to the place where each sentence begins. They read the words, pointing slowly along the line. Identify the full stop and discuss what it is for.
- Students use what they know about repetitive structure in stories and information in titles to make guesses about the written text. Ask: What do you think will happen at the end?
- Students listen to the word *like*. They practise saying the onset and rime slowly (l – ike). Ask: What other words do you know that belong to the same word family as *like*? (bike, hike)
- Students read the story. They can tap on a word to hear it read. They check their predictions by reading selected sentences.

Returning to the Text

- Students use what they have learnt about the text to retell the story from memory.
- Reread the story together.
- Focus on the letter l at the beginning of *like*. Teach students how to write the letter and find l on an alphabet chart. They list other words that begin with l. Ask: How is the little letter l different from the capital letter L?

Writing

- Students rewrite a story about things they like. They need to think about information they will give on the cover, how their story will begin and end, and the punctuation and print they will use. Ask: Can you draw pictures of the food you like? Students write or tell sentences about their pictures.
- Have students write and illustrate content words in a word bank. They use these words to complete sentences. "I like..."
- Students draw pictures of other things they like. They write sentences about their pictures on separate strips. Other students match the pictures and sentences.

Home/School Link

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

Writing the Alphabet Letter: l

Words: Match initial letters to words

Thinking: Match words to pictures

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



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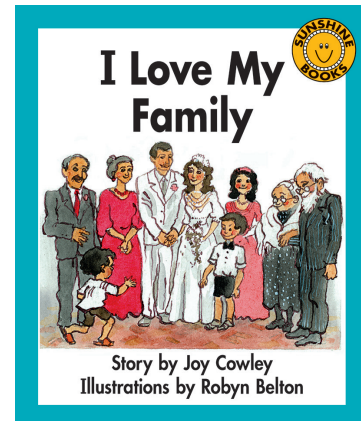
I Love My Family

The Story

Everyone in the family is at the wedding.

High-frequency Words

but, I, love, my



Reading the Text

- Talk about families. Ask: What is a family? Who is in your family?
- Look at the cover. Talk about the setting. Ask: Where are the people? Have you ever been to a wedding? Who do you think the people are?
- Read the title. Talk about how this gives us an idea about who the people are. Have students tell what they think the story will be about.
- Talk through the illustrations. Ask: Who do you think each person is? What do you think is happening on the last page? Talk about Grandpa and his whiskers. Do students know anyone with whiskers? How do they feel?
- Say *family* slowly to students stretching the sounds. Ask: How many sounds can you hear in the word? Students chant the sounds together.
- Students listen to the story then read the story together. Talk about the humour at the end. Talk about how you can love someone, but don't always love everything about them. Share ideas with students. "I love my brother, but I don't love his dirty socks."
- Students read the story themselves. They can tap on a word to hear it read. Ask: What helped you read the story? How did the story end?
- Have students look closely at the word *my*. Practise writing m in the air. Notice the difference between the upper and lower case m. Use the title page from the cover.

Returning to the Text

- Ask students what they now know about weddings after reading this story. List their ideas (food, drinks, flowers, cake, music, dancing, clothes, family). Ask: How are the people in the story feeling? How do you know?
- Work with students to make a chart about who does what at a wedding. They write the names of the family members. Stretch the sounds of the words and have them help spell the names. Talk about the initial sound in each word.
- Students make a Family Word Bank. They can illustrate their word bank.

Writing

- Reread the story with the students and ask: Why do you think the boy loves his mother? Why do you think the boy loves his father? (and so on) Students share their ideas. Support students to write stories about their own families.
- Have students expand the sentence structure.
I love my mother. She is pretty.
I love my father. He is funny.

Home/School Link

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

Writing the Alphabet Letter: m

Words: Match words to pictures

Thinking: Make a sentence

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



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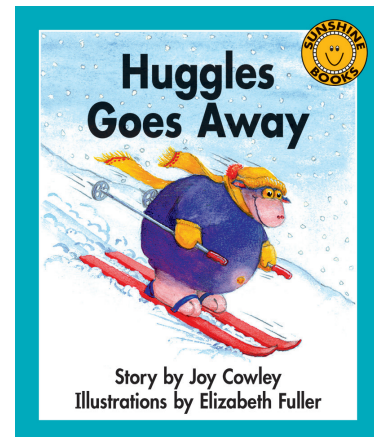
Huggles Goes Away

The Story

Huggles packs a bag to go on holiday.

High-frequency Words

away, some



Reading the Text

- Look at the cover. Talk about the character Huggles. Ask: What other stories has it been in? What do you know about skiing? Share experiences.
- Read the title. Ask: Where do you think Huggles is going? What gives you a clue? Have you ever gone away? Where did you go? What sort of things might happen in this story?
- Look at the title page. Have students tell what Huggles is doing. Ask: What sort of things do you pack when you are going away? List their ideas.
- Read the title and focus on the word *goes*. Have students tell how many sounds they hear in the word. (g-o-es) Now say the word *go*. Ask: How many sounds can you hear? (g-o) What is the other sound you hear in *goes*? How many sounds can you hear in *away*? Say the sounds slowly. Students chant the sounds in the title.
- Talk through the illustrations to page 7. Students tell what Huggles is putting into its suitcase. Ask: Are these sensible things to pack or not? What do you think is going to happen at the end of the story?
- Listen to the story and then read it together. Students predict the word on the last page. They talk about what helped them read the words. Talk about the humour.
- Have students read the story themselves. They can tap on a word to hear it read. Ask: What problem did Huggles have? Why? What should it have done? What will happen when Huggles arrives at the holiday?

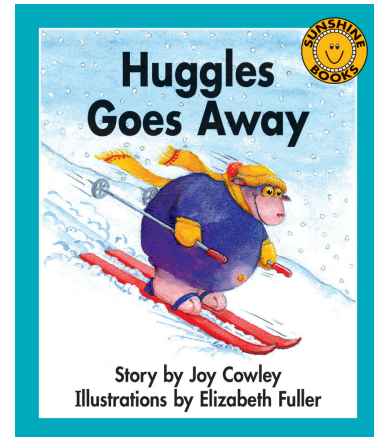
Returning to the Text

- Reread the story together. Students talk about lists of words. Ask: What do you notice about the way the story is written? What sort of things do we write on lists? What do you notice about the way a list is written? Write a list of things Huggles packed together.
- Write up the word *some*. Say the word, stretching the s sound. Ask: What sound can you hear at the beginning of *some*? Students name the letter and say the sound.
- Students scan the book to find another word that begins with s. (*sandwiches*) They get their mouths ready and say other words that begin with s. Write up the words. Have them find the letter n in *sandwiches*. Teach them how to write the lowercase n in the air with their finger.



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Writing

- Set up a Writing Table where students can write lists. Some lists might be
 - packing a bag to take on holiday
 - shopping
 - books they have read
 - books they are going to read
 - packing a school bag
 - favourite foods
 - friends' names
- Have students write their own *Huggles Goes Away* stories using words that begin with s.
 - Some socks
 - Some shoes
 - Some soap
 - Some slippers
 - Goodbye!

Home/School Link

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

Writing the Alphabet Letter: n

Words: Match initial letters to words

Thinking: Sequence pictures from the story

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



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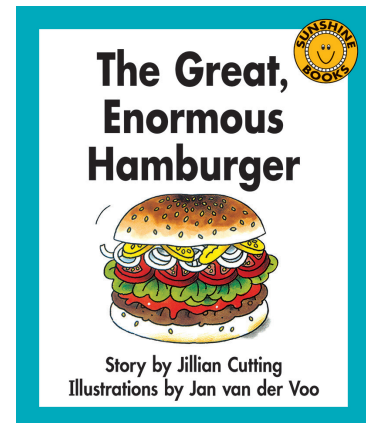
The Great Enormous Hamburger

The Story

Children co-operate to make a giant hamburger.

High-frequency Words

it, now, on, some, up



Reading the Text

- Have students look at the cover. Ask: What could this story be about? What might the title say? What things might happen in this story? Describe a hamburger to give students clues about content.
- Look through the illustrations together. Ask: What foods have been used to make this hamburger? What things do you like to put in a hamburger? Students compare hamburgers they have eaten with the one the children make in the story.
- Students read the story, using the illustrations to help read the words. They can tap on a word to hear it read. Ask: What do you think the children will do when they finish making the hamburger? What other things can be *great* and *enormous*?
- Look at cover again. Students point to the names of the author and illustrator. They use those words to describe the people who wrote and illustrated the book.
- Students read all the print on the cover. They decide where to start, notice the spaces between words, give reasons for these and point along each line as they read.
- Talk about page 8. Ask: Why do you think the girl is happy? What do you say when something tastes good?

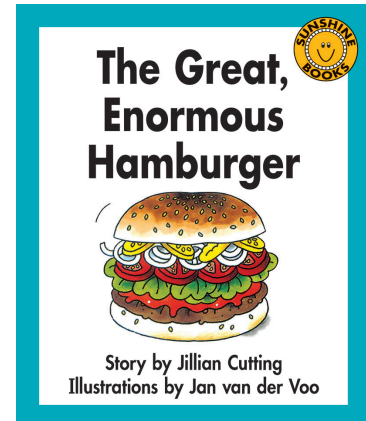
Returning to the Text

- Students listen to the sounds in *on*. Ask: How many sounds can you hear? What is the word? What does *on* mean? Students find and read *on* in each sentence in the story. Ask: What is the letter that *on* begins with? Have students write the lowercase letter o in the air with their finger.
- Say the sounds that make the word *it*. Ask: What is the word? What does *it* mean? (the hamburger) Students help list other words with the same beginning sound.
- Reread the story together. Students recall what came first, next and so on. They help list names for different foods and use the story to check the order and letters in words. They can illustrate the list or find pictures in magazines. Use the list to retell the story orally. Then make a timeline by illustrating the sequence of events and writing labels.
- Focus on -ome in *some*. Students help write *some* and tell you another word they know that rhymes with *some* (come).



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Writing

- Have students choose some other things they could put on a hamburger and rewrite the story.

I am eating a great, enormous hamburger.

I put some worms on it.

I put some bugs on it.

I put some slugs on it.

I put some grubs on it.

Yuk!

- Students draw themselves eating a great, enormous hamburger. They write or tell sentences to show what they put on it. Work together to write instructions for making a hamburger.

Home/School Link

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

Writing the Alphabet Letter: o

Words: Match high-frequency words

Thinking: Sequence pictures from the story

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



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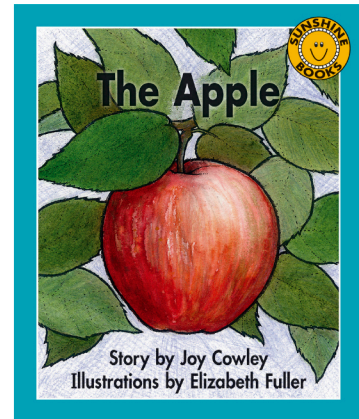
The Apple

The Story

Everyone claims the apple, but the goat gets it.

High-frequency Words

my, said, the



Reading the Text

- Look at the apple on the cover. Discuss with students what they think will happen to this apple. Write their predictions down and then listen to the story together.
- Talk about how to make sense of the story. Ask: How do you read the words in quotation marks? What do speech marks tell you? How do you read the word *Crunch*?
- Have students say what letter the word *apple* begins with. Add this to the class dictionary or list. Write up students' names beginning with A.
- Have students make up stories using the letter a, for example:
An alligator ate an apple. An ant ate an apple. An apple ate an alligator.
- Students read the story by themselves. If they need help they can tap a word to hear it read.

Returning to the Text

- Have students retell the story of *The Apple* in their own words. They can choose their own fruit or vegetable and have different people (or animals) wanting to eat them. Encourage them to use their own words. Write up the story as they tell it.
- Cut fruit or vegetables into halves or shapes and use them to make print patterns on paper. These prints could be further developed with pastel and crayon to fill in between the printed pattern and to embellish the patterns themselves.
- Have students find the double letter in the word *apple* (p). Find p on an alphabet chart and show students how to write it. They practise writing the letter p with their finger in the air.

Writing

- Students can write and illustrate their own stories, or the story retold in class could be made into a wall story and illustrated with each student contributing a page. They add speech bubbles where appropriate.

The Banana

by Room 6

"My banana," said John.

"My banana," said Sally.

"My banana," said the monkey.

Home/School Link

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

Writing the Alphabet Letter: p

Words: Match initial letters to words

Thinking: Match words to pictures

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



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Run!

The Story

The animals all run away from the fire.

High-frequency Words

jump, run, said, the

Reading the Text

- Read the title. Ask: What do you think the story will be about? Does the illustration on the cover give you any clues? How do you think the story will start?
- Go to the title page. Ask: What animal is this? What other animals do you think will be in the story? What do you think the lion is saying?
- Say the sounds in *run*. Students listen and identify the sounds and say what the word is. They say and listen to words that rhyme with *run*. (fun, bun, gun) Discuss how it is the beginning letter that changes for each word.
- Talk through the illustrations using words students will meet in the text. Students notice the left-to-right flow of the illustrations and show you how they will read the print. They read the story by themselves and check their ideas about content. They can tap on a word to hear it read.

Returning to the Text

- Have students give their ideas about how the illustrator has shown feelings. They talk about why the animals are saying, "Run!" and look at their eyes, facial expressions and bodies. Ask: How do the animals feel about jumping on the last page? What has happened to their eyes?
- Focus on the punctuation. Students identify the speech marks and tell you what they are for. They read the words "Run!" and "Jump!" with animal voices.
- Students notice the exclamation mark in the title and read it appropriately. They read the story on their own and give examples from the text to show how they use punctuation.
- Students spell the word *jump* using magnetic letters. They learn the names of the letters in *jump*. They identify the beginning and end of the word. They tell you what the word means and think of other times when someone might jump.
I jump when ...
Grandad jumps when...
- Students read *jump* and *said* in the context of the story.
- Retell the story by asking students to say in their own words what happened on each page. There was a big fire and the lion was scared and said, "Run!"
- Talk about the letter q and words that start with q. Practise forming the lower case q in the air.

Writing

- Write up sentences from the text. Students notice the one-word change at the end of each sentence. They think of other animals and actions and help transform the sentences. They illustrate the new sentences.
- Teach students what to do in case of a fire. Support them to list and illustrate five of the most important things to remember during a fire. Create a class book.

Home/School Link

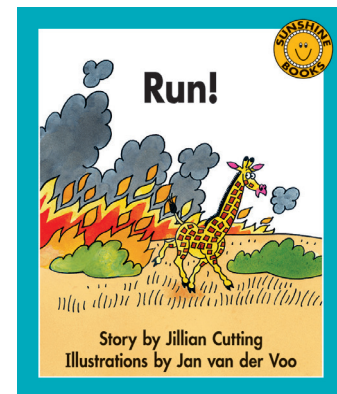
Have students access the story at home and re-read it. They can then complete the interactive activities:

Writing the Alphabet Letter: q

Words: Match initial letters to words

Thinking: Make the sentence

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





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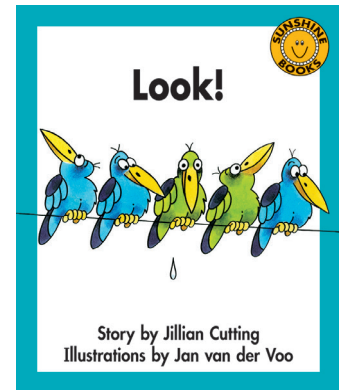
Look!

The Story

The birds see dogs, cats and children but bread is what interests them.

High-frequency Words

look, said, the



Reading the Text

- Students use their knowledge of the high-frequency word *look* to read the title. Ask: What could you do to work out the title if you didn't know this word?
- Link the meaning of the title with the illustrations on the cover and title page. Ask: What do you think the birds are looking at? Could they be looking for something?
- Listen to the story together. Have students listen to the dialogue and guess what might be happening in the story. Ask them to say where they think the story starts. Work through the illustrations page-by-page.
- Have students read the story again. They can tap on a word to hear it read. They check their ideas about the story.
- Ask students what happens on pages 2 and 3. They notice that the illustrations give information from left-to-right and say why. Ask: Which part of the story do we read first? They learn about the double-page spread and say why they think the pictures have been drawn this way.

Returning to the Text

- Students listen to the sounds in *cat* and *dog*. They tell you the first, middle and final sounds, identify the sounds, say how many there are and say the word. They tell what letters are used to represent these sounds and help write the words. Make the sounds for rat (cat, rat, rhyme). Teach students how to write the lower case r.
- Focus on the written text. Lead students to notice the speech marks and explain how to use them. They decide who is speaking as you re-read the story.
- Have students use their voices to show how the birds are feeling. They tell their ideas about the parts of story that are told in pictures.

Writing

- Students decide on three main events and illustrate these on a chart. They use the chart to retell the story.
- Reread the story and work together to rewrite it with a new pattern.
“Look at the cats,” said the birds.
Write up the text and make a large class book for students to illustrate.
- Have students tell how the language would change if there was only one bird, one cat...?
“Look at the cat,” said the bird.
They rewrite the story using the singular form.
“Look,” said the bird. “A cat.”
- Students illustrate each page of the story and write what the birds say in speech bubbles. Then they draw thought balloons with pictures of cats, dogs and bread inside to show what the birds are thinking.

Home/School Link

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

Writing the Alphabet Letter: r

Words: Match high-frequency words

Thinking: Sequence pictures from the story

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



SUNSHINE CLASSICS

Teaching Notes Level 2

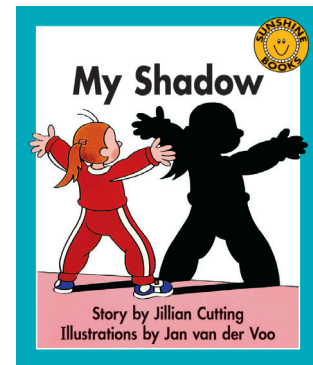
My Shadow

The Story

A girl plays with her shadow.

High-frequency Words

I, it, jump, my, when



Reading the Text

- Read the title and ask students what they think the story will be about. Ask: Does the picture on the cover give you any clues? What is happening in the picture? What do you know about shadows? What kind of weather do you need to see your shadow? Can you see your shadow at night? What happens to your shadow when you move? What happens to the shadow when the girl stretches or bends over? Why?
- Students predict what will happen in the story.
- Listen to the first two pages to establish the pattern. *When I (hop), it (hops)*. Have students link the text and the illustrations. Ask questions to prompt them. Ask: What's this word? Can we find a clue in the picture?
- Have students read the story. They can tap on a word to hear it read. They show you where they start reading. On page 7 students guess what the ending will be and read to check.
- Talk about the reason for the capital letter at the beginning and the full stop at the end of the sentences.
- Talk about the comma with students. Ask them to tell you their ideas about the comma as it is used in this text. Talk about what a comma shows us and ask students to read the words with a pause at the comma.

Returning to the Text

- Students listen to the sounds in *it*. Have them say how many sounds they can hear and what they are. They listen to other words that have a short i sound (is, in), and help write them, changing the last letter. Together write a rhyme using words with a short i sound. Is it in here? Is it in there? No, it isn't. It's everywhere!
- Together make a list of the action words in the story on a two-column chart. Students help write what the shadow does on the other column. They listen to the sound at the end of the words that describe what the shadow does and name the letter. They make comparisons.
- Focus on the letter s at the beginning of words in the story. (*shadow, stop, skip*) Students learn to write the letter s and practise writing it in the air with their finger.
- Students make a story map and use it to retell the story. They include pictures and action words. They refer back to the book for help.

Writing

- Write up the story leaving out the action words. Students refer to the story and use their memory for words to complete the text. Read the completed text in unison.
- Students think of new actions and write sentences with the same structure as *My Shadow*. They will need to think about capital letters and punctuation, as well as drawing pictures to match the words. When I climb, it climbs.

Home/School Link

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

Writing the Alphabet Letter: s

Words: Match high-frequency words

Thinking: Match words to pictures

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



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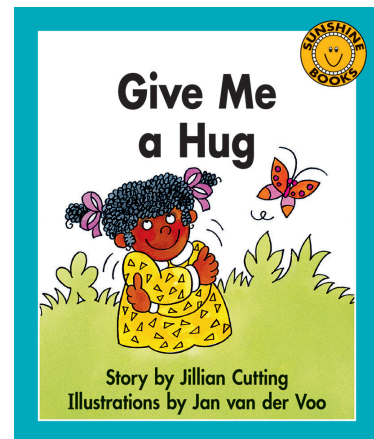
Give Me a Hug

The Story

A girl finds the best hug.

High-frequency Words

are, big, little, too, you



Reading the Text

- Students look at the cover and title page illustrations. Ask: What do you think the story will be about? What makes you think so?
- Students use this understanding and their knowledge of the high-frequency words *me* and *a* to work out and read the title. Ask: What is a hug? When do you like to have a hug? Why do you like hugs? How do you think the story will end? What other characters might be in the story? What things do you think might happen?
- Focus on the word *hug*. Students help list and read other words that rhyme with *hug* by replacing the initial letter. (bug, mug, dug, tug, rug)
- Students listen to the story. They name what or who is too big, too little as the story is read.
- Have students read the story themselves. They can tap a word to hear it read.

Returning to the Text

- Students listen to the sounds in *me*. They say how many sounds they hear and what they are. Have them make a list of other words that sound the same. They circle words that have one e (he, we, she) and compare them with words that have two (see, tree, bee). Students notice that the words sound the same but have different spellings.
- Ask questions that require students to match each animal with an adjective. Ask: Can you name the animal that is too fat? Can you say why the girl did not want to hug the bear? List the describing words on a chart. Students match the animal with the describing word.
- Students use the chart to ask questions about animals and adjectives. They make their own charts, matching animals and adjectives.
- Focus on the letter t. Have students find examples of the letter in the story. (*little, fat, too, tall, just, right*) Students learn the letter name t and how to write a lowercase t.

Writing

- Write up the text of the story. Students suggest other animals and help to write more sentences for the story.
You are too cunning. (crocodile)
You are too slithery. (snake)
Then help them to rewrite the sentences using the animal's name.
A crocodile is too cunning.
- Support students to write another version of the story.
You are too big for me.
You are too big to give me a hug.

Home/School Link

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

Writing the Alphabet Letter: t

Words: Match high-frequency words

Thinking: Match words to pictures

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



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Teaching Notes Level 2

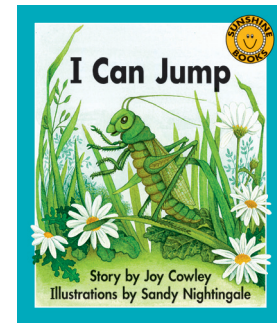
I Can Jump

The Story

The snail can't do what the insects can do.

High-frequency Words

but, can, jump, run, said



Reading the Text

- Have students look at the cover. Ask: What do you know about grasshoppers? What else can jump? Look at the title page. Ask: What do you know about snails? Can snails jump? Share ideas about what snails can do.
- Talk through the illustrations. Students listen as you say *jump* slowly, emphasising the sounds. They tell how many sounds they hear and what they are. Then they say the sounds slowly. Ask: What words can you think of that rhyme with *jump*? What do you notice that is the same about these words? (bump, pump)
- Listen to the story with students. Pause on page 7. Ask: What do you think the snail will say on the last page?
- Read the story with the students joining in.

Returning to the Text

- Students retell the story by talking about the characters and what they could and could not do. Make a Can/Can't chart. Share ideas about who the main character is in the story. Ask: What makes the snail the main character?
- Talk about how students feel when they can and cannot do something. Look at the illustrations. Ask: How do the illustrations help us understand how the characters are feeling? Look at the snail's face. Do real snails have a face like this? Why do you think Sandy Nightingale drew a face on the snail?
- Students reread the story, using their voices to show the characters' feelings. They act out the story in small groups. Talk about how they will use their bodies, their faces and their voices to show how their feelings.

Writing

- Have students identify punctuation marks in the story. Talk about what each punctuation mark is for and how it helps us read the story. They read aloud what each creature said and use the text to help them write the words in speech bubbles.
- Students draw the characters on large sheets of paper and attach the speech bubbles to their illustrations to make a wall story.
- Students reread the story to find the verbs. List the verbs. For a cloze activity, put unfinished sentences on a sentence strip or on the board.

Fish can ____ .

Dogs can't ____ .

Rabbits can ____ .

Make verb cards (run, jump, hop, swim) or write the verbs on the board. Give students the sentence strips or ask them to look at the unfinished sentences. They choose and write a verb to finish the sentences.

- Put headings on a wall – Jump, Swim, Fly, Run. Have students draw or find pictures of creatures that can do these things and place them under the appropriate heading.
- Have students find words containing the letter u in the story. They practise writing the lower case letter u in the air.

Home/School Link

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

Writing the Alphabet Letter: u

Words: Match high-frequency words

Thinking: Match words to pictures

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



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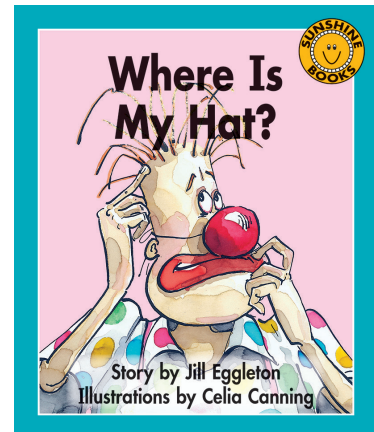
Where Is My Hat?

The Story

A clown has lost his hat.

High-frequency Words

here, in, my, on, where



Reading the Text

- Have students read through the pictures in the story. Ask: The clown is looking for his hat. Can you see who has it? Have students predict what will happen at the end of the story.
- Listen to the title. Ask: What do you expect to read about in this story? Look at the title page and have students tell what they think the monkey is doing. Ask: How does the title help you work this out?
- Listen to the story and have students give the clown directions for finding his hat. For example: Look behind you! It's beside you! Look down! (And so on.)
- Students read the story themselves. They can tap a word to hear it read. Talk together about what helped them read the words. Ask: What did you notice about the monkey in the story? Why do you think the illustrator drew a monkey they way she did? Did the clown find his hat?

Returning to the Text

- Write up the high-frequency words – here, in, my, on, where. Students read the words and find them in the story.
- Have students tell what they know about the beginning and end of a sentence. They reread the story to find the capital letters (*Here, Where, It's*) and the full stops.
- Build up a story for the clown getting dressed with the help of students. Use the pattern of the story: Here is my spotted shirt. Here is my red sock. Here is my red shoe. When the story is finished, cut each sentence into a strip. Then get students to read each sentence and put it in the correct sequence. Read the story together.

Writing

- Discuss the pattern of the story together. Work with students to write a new story about a lost book. For example, Here is a blue pen. Here is a red crayon. Where is my book? It's on the table!
- Students illustrate the pages or use digital photographs taken in the classroom. Together make a big book to share with other classes.
- Teach students how to write the lowercase v in the air with their finger.

Home/School Link

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

Writing the Alphabet Letter: v

Words: Match high-frequency words

Thinking: Sequence pictures from the story

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



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