



SUNSHINE CLASSICS

Teaching Notes Level 3

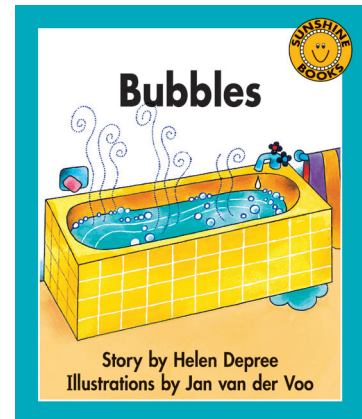
Bubbles

The Story

A girl having a bath makes lots of bubbles.

High-frequency Words

in, my, on, the



Reading the Text

- Have students look at the cover and tell what they see in the picture. Ask: What do you think the story might be about? What do you think the title might be? What do you know about bubbles? What are they made of? Why are they round? What is inside? What makes bubbles burst? Blow bubbles using liquid dishwashing soap mixed with water.
- Look at the title page and then read the story using the illustrations. Talk through the illustrations together. Ask: What is the girl doing? How do you think she is feeling? Have you ever had a bubble bath? What toys do you put in your bath?
- Students clap the sounds in the word *bubbles*. Together find other words that rhyme with bubbles.
- Students use the title to help them read the text. They can tap a word to hear it read. Have them listen to the words *air*, *hair*. Students tell you how they worked out words when they read the book.

Returning to the Text

- *Bubbles* is the first word of every sentence. Focus on the capital B in *Bubbles* in the text. Have students make the sound and tell other words that start with b. Ask: Can you find the word *bubble* on page 8? Why doesn't it have a capital letter?
- Use the white text box tool to mask the content words in the story. Ask students to tell the content words as you read together. They can use the white text box to make a speech bubble on each page with the words the girl might be saying, e.g. in the air.
- Students use the pen tool to mark the high-frequency words *in* and *the* in the story.

Writing

- Have students make books with the title *Bubbles*, using their own illustrations. They can write words in speech bubbles.
- Write all the words and punctuation in the story on separate cards. Students use the cards to re-make the text. They can sort the words in different ways.

Home/School Link

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

Alphabet letters: E, A, B, I, O

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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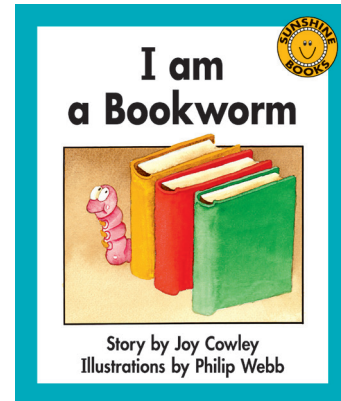
I Am a Bookworm

The Story

A bookworm gobbles up his favourite books.

High-frequency Words

am, are, I, up, you



Reading the Text

- Discuss what a bookworm is. Ask: Has anyone ever called you a bookworm? What did they mean? (You love to read so much, you read one book after another.) What sort of books do you love to read? What is your favourite book?
- Look at the cover. Ask students what they think the title might be. Listen to the title. Talk through the illustrations. Ask: What is the bookworm doing? If we call someone a bookworm, does that mean they really eat books? What do you think the little girl might be saying on the last page?
- Work with students to use the pen tool to highlight words that rhyme in the book. They spell the words as they identify them. Ask what they notice about the words that are the same. They can use the pen tool to circle the parts that are the same.
- Listen to the story with students. Talk about what happened. Students retell the story by talking about all the things the bookworm liked to eat. Ask: What do you notice about the page he is gobbling up on page 7? What happened at the end of the story? Who is asking the question? What do you think the little girl will say?
- Have students read the story themselves. They can tap a word to hear it read. Look at the books on the title page and then at the illustrations. Ask: Which book do you think the bookworm is gobbling up? How do you know? Do you think the girl is a bookworm too? What can you see in the illustration on the last page that makes you think so?

Returning to the Text

- Have students talk about their favourite food. Ask: How do you eat it – slowly or quickly? What do you call it when someone eats quickly? Do you gobble up food you don't like? How do you eat food you don't like?
- Students act out gobbling a food they like and then something they don't like. Ask: Do people really gobble up books when they read them?
- Share ideas about the meaning of the word *bookworm*. Ask: What did the bookworm gobble up? Why do you think Joy Cowley used *gobble* in the story? What other words could she have used? List suggestions. Work with students to make a large chart. They illustrate the chart.
- Talk about the soft and hard /g/ sounds. Listen to the /g/ sound in *gobble*. Have students tell if it a hard g or a soft g. (soft) Work with students to write a list of words that begin with the soft /g /.
- Students reread the story. Talk about the pattern in the story and how there is a one-word change in each sentence. Ask: Which word changes? What happens to the pattern on the last page? Talk about the question mark.
- Say the word *bookworm*. Ask: What do you hear? Which two words can you see? What do you know about compound words?



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Writing

Work with students to rewrite the story as a class book.

Room 2 are bookworms.

Luke gobbles up cars.

Hayley gobbles up fairies.

Ben gobbles up animals.

Are you bookworms?

Students illustrate the story and make a book to share with other classes.

Home/School Link

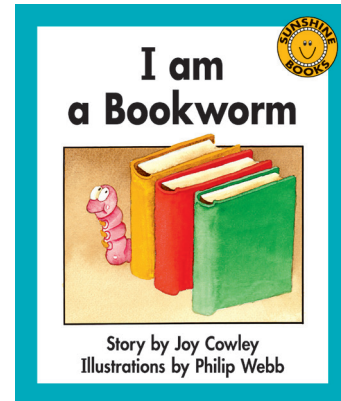
Have students access the story at home and re-read it. They can then complete the interactive activities:

Alphabet letters: A, G, B, U, D, W

Words: Match words to 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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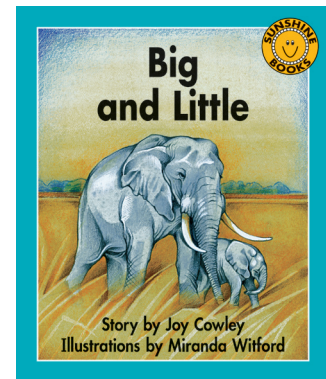
Big and Little

The Story

We meet some animals and find out what their babies are called.

High-frequency Words

and, big, have, little



Reading the Text

- Talk about big and little things. Find big and little things in the classroom. Students make themselves as big as they can and as little as they can.
- Look at the cover. Listen to the title. Ask: What do you think the book will be about? Talk about the big elephant and the little elephant and their relationship.
- Look at the title page. Ask: What do we call the big animal and the little animal? What is the calf doing? Talk through the illustrations. Students name the animals and their babies. Listen to the story with students.
- Say *big* slowly, stretching the sounds. Ask: How many sounds can you hear? What are the sounds? Talk about the -ig sound. Ask: Can you think of other words that have -ig in them? What can you see that is the same in the words? Students help spell the words as you list them.
- Discuss with students the sort of books that Joy Cowley writes. Ask: How is this book different from the other books by Joy Cowley that you have read? What do you know about fiction and non-fiction books? What do you notice about the illustrations in this book and in other Joy Cowley books? (*I Am a Bookworm*, *Yuk Soup*) Talk about how the illustrations in *Big and Little* look real and in the other books they are humorous.
- Students read the book by themselves. They can tap a word to hear it read. Ask: What do you notice about the pattern of the text? What helped you read the story? What have you learnt from this book? Where did you get your ideas?

Returning to the Text

- Students read the story in pairs or independently.
- Have students tell what they notice about the sentences. Talk about the capital letter at the beginning and the exclamation mark at the end. Ask: What is the purpose of the dash? How does the punctuation help you read and get ideas from the text? What do you notice about the way you use your voice when you get to the dash and the exclamation mark?
- Talk about the letter l at the beginning of *little*. Students name the letter and say the sound.

Writing

- Look at the picture on the title page. Ask: What words do you think the story would have on that page? How do you know? Work with the students to write the text for the title page.
- Do the same for the cover. Ask: What is a baby elephant called? Where could you find out the name of a baby elephant? (non-fiction books, the zoo, parents) When they find the name for a baby elephant (calf), students could write the sentence and illustrate it.
- Talk about how the sentences could be written in other ways. e.g. Big pigs have piglets. Little pigs are called piglets. Work with students to rewrite the story. They illustrate it and make it into a big book for sharing.

Home/School Link

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

Alphabet letters: L, C, P, K, Q

Words: Match the words

Thinking: Match pictures to sentences

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



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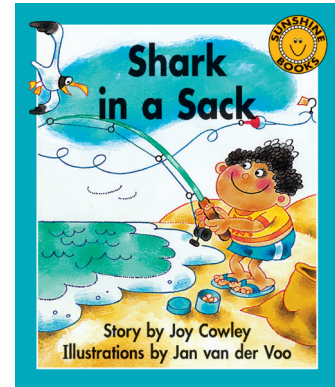
Shark in a Sack

The Story

A boy looks at containers for some animals and a lollipop.

High-frequency Words

can, in, yes, you, your



Reading the Text

- Look at the illustration on the cover. Ask: What is the boy doing? Have you ever been fishing? What do you think is going to happen? Look at the title page. Were you right?
- Listen to the title. Ask: What is a sack? Do you think you could put a shark in a sack? Listen to the names of the author and illustrator. Read their names together. Share ideas about the type of books Joy Cowley writes.
- Talk through the illustrations. Ask: What funny things can you see? Could they really happen? Would a hen really fit in a hat?
Ask: How many sounds can you hear in the word *sack*? What are they? What sounds can you hear in *back*? What is the word to describe what these sounds make? (rhyme) List other words that students suggest belong to the -ack word family. Say the words slowly, stretching the sounds with the students.
- Students read the story themselves. They can tap a word to hear it read. Ask: What helped you read the story? (illustrations, words they know, rhyming words) Reread to find the rhyming words and use the pen tool to mark them.
- Have students tell what part of the story they liked best? Why? Talk about the humour and how the story changed at the end.

Returning to the Text

- Have students notice the alliteration and find examples. (bear in a box/hen in a hat/pig in a pan) Ask: What do you notice about your voice when you are reading? How do the rhyming words help you read the story?
- Students reread to emphasise the rhyming words. Clap and chant the story several times with students.
- Ask students what sound they hear at the beginning of the word *shark*. Coach them to blend s and h to give the /sh/ sound. Have them list other words they know that begin with the sh-blend.

Writing

- Work with students to write and illustrate an alphabet book using the initial letters j, s, a, m.
Can you put an ant in an apple?
Can you put a jaguar in a jar?
Can you put a monkey in a moon?
Can you put a seal in a sandwich?

Read the book several times with the students so they hear the repetition of the initial sounds.

- Students can brainstorm and write a new story called *Shark in a Shop*. Include a sh- word bank at the end of the book.

Home/School Link

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

Alphabet letters: J, X, S, A, M

Words: Match high-frequency words

Thinking: Recognize words that rhyme

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



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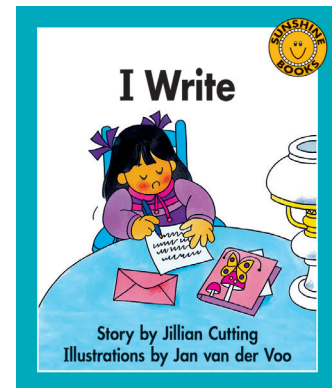
I Write

The Story

The characters write messages for different reasons.

High-frequency Words

and, Dad, in, my, on



Reading the Text

- Look at the cover illustration. Ask: What sort of letter could the girl be writing? What words would she use?
- Read the title. Ask: What are your favourite types of writing? Where do we see writing in the world around us? What do you expect to read about in this book? Will the girl write different cards to different people, or will there be other characters who write different things? Students relate to their own experiences and predict other types of writing that may be included.
- Students listen to the sounds in *dad*. Ask: How many sounds can you hear? They use their fingers to show the sounds as they say them.
- Go to page 3. Students listen to the sounds in *card*. They listen as you say *card* slowly and they identify the sound of the initial letter. They say the sound they hear. Teach students the letter name. They find another word in the story that starts with the same sound as *card* (*can* on page 8). Make an illustrated web of words that start like *can*.
- Go to page 5. Focus on the letter s. Teach students the letter name. They notice where the letter comes in *sand*. They listen as you say *sand* slowly. Students identify and say the sound of the initial letter. Students find another word in the story that starts like *sand* (*sky* on page 8).
- Students read the book, using the illustrations to help read the words. They confirm or reject their predictions about the content.

Returning to the Text

- Reread the story. Focus on the content words. Ask: How do the pictures help you work out these words? What other clues can you find to help you read the words? (*card* starts like come or Carol; *sand* starts like see or Sarah)
- Focus on the words in the illustrations. Students use the initial letters and sounds and the context to read what each message says.
- Focus on the repeated word *the* in the story. Have students identify the letters t, h, e. They find another book that features *the*.
- Students retell the story orally using the illustrations and recalling the content words.

Writing

- Together construct a new story with the title, “We Write”. Talk about the letter w. Practise writing the lower case letter w in the air. Students brainstorm places where writing is found and create an illustrated word bank. Have them focus on punctuation. Ask: What do you notice at the end of the words on each page from page 2 to page 7? Explore the purpose of the comma in a list. Students write their new story.

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: w

Words: Match high-frequency words

Thinking: Match words to pictures from the story

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



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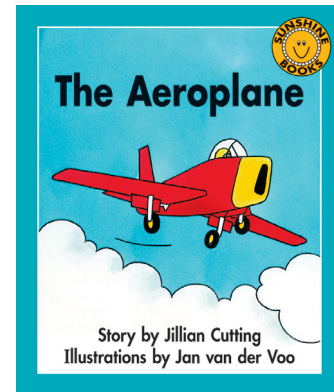
The Aeroplane

The Story

The aeroplane whizzes all over the sky.

High-frequency Words

all, go, here, there, up



Reading the Text

- Students use the cover illustration and their knowledge of the high-frequency word *The* to work out the title.
- Go to the title page. Ask: What do you think will happen next? How do you think the story will end? Why?
- Read the story together. Students predict the location words and give their ideas about what they mean. Ask: What does *everywhere* mean to you?
- Students listen as you say the sounds in *go*. They identify the sounds and say what the word is.
- Go to page 6. Students listen to *there* and find a word that rhymes. Write up the pair of rhyming words. Students look at letters used to represent the rhyming sound -ere in the words. (*there, everywhere*) Ask: Do you know any more words that rhyme with *there*? (bear, care, pair, share, wear, stare) Write up words they suggest and notice how the spelling is different.
- Students read the story independently. They tell how they worked out the different parts and read to demonstrate. Ask: Who do you think is telling the story?

Returning to the Text

- Focus on the format. Students look at the cover and notice the placement of the title, the names of the author and illustrator, the publisher's logo and the frame around the illustration.
- Go to page 2 and point out the numeral, and say why this page is labelled 2. Students look at the other pages, noting the placement of illustrations, print and page numbers. They give reasons for the layout.

Writing

- Write up the sentence from the book and look at the illustration featuring clouds. Students suggest places the plane could go in relation to the clouds (in, behind, through, over, under, across, in front of, around). Write new sentences using different location words. They draw an aeroplane and clouds and write a sentence with the structure, *The plane goes through the clouds*.
- Make a class book or mural about things that go up and down. Students write and draw themselves into books about their own experiences on merry-go-rounds, escalators, see-saws and write sentences using the words, I go up and I go down.
- Practise writing the lower case letter x 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: x

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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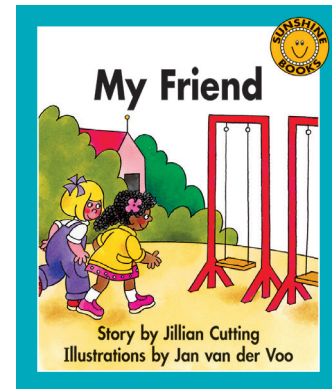
My Friend

The Story

Two friends read a book.

High-frequency Words

a, is, my, not



Reading the Text

- Together look at the pictures on the cover and the title page. Ask: Who do you think the story is about? What will happen at the beginning of the story? How do you think it will end? Read the title together.
- Students listen and predict and then read the story using the pattern and the illustrations to help them. They tap on the speaker icon to hear the text read. Ask: What helps you work out what this sentence says?
- On page 8 they check their predictions about the ending. They describe what happens.
- Ask questions about the story. Ask: How many of the characters were the girl's friend? How many of the characters were not the girl's friend? Can you say why a tiger/spider and so on would not be her friend? What is the difference between the characters who are not her friend and the character who is? What do you like about this story? What don't you like?
- Read the story together. Students use appropriate voices to show what *is not* and *is* mean.
- Students listen to the sounds in *not*. They count and name the sounds and say what the word is. They read *not* in context. They learn to substitute initial consonants to make new words that rhyme with *not*.
- Students listen to *my*, identify the sounds and tell you other words that rhyme.
- Focus on *tiger* on page 2. Students listen to the -er ending. They note other words with the same sound as they read the story.
- Students read words in the context of the story to practise what they have learnt about sounds.

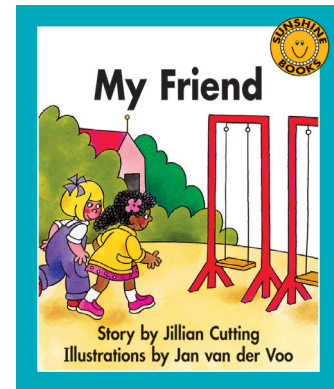
Returning to the Text

- Have students retell the story from the pictures and their memory. They read the story on their own. Ask: What helped you read the words and work out the sentences? When did you work out the pattern of the story? How can you tell from looking at the print that *tiger* says tiger and not leopard or lion or cat? How do you know that the word is *crocodile* and not alligator? If you could ask the girl questions, what would you ask? Why wouldn't you want a tiger for a friend? Are there any animals that you would like for a friend?
- Students list names of animals on one side of a chart and draw pictures to show what they know about the animal on the other.



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Writing

- Focus on how much of the story is told in the illustrations. Ask: Does the print tell you that the girls are reading a book? Do the words say who is reading? Does the print tell what a crocodile looks like? Does the story tell us how people look when they say who is or isn't a friend? Students make their own text less books where the illustrations tell the story.

- Students draw pictures of characters. They write messages to one of the animals or the monster.

You are not my friend because...

You are my friend because...

- Read the sentence on page 8. Students think of their own friends (pets, neighbours, family members). They illustrate a two-page story about their friend and tell or write about it.

My grandad is my friend.

- Have students write the lowercase letter y 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: y

Words: Match words to pictures from the story

Thinking: Make a sentence

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



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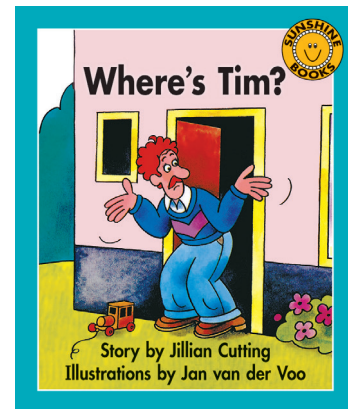
Where's Tim?

The Story

A father tries to find his son Tim.

High-frequency Words

he, in, is, no, yes



Reading the Text

- Students look closely at the pictures on the cover and the title page and ask and answer questions about them. Ask: Who do you think this story will be about? What might happen? Who do you think the man is looking for? Has anyone ever had to look for you? Have you ever looked for something or someone? Who might the toy belong to? Why is the man looking outside the house? How is he feeling? What is the man doing on the title page? Why is he running? Where could he be going? Why?
- Read the title. Students get clues about the content from the title and tell you their ideas to answer questions. Ask: Who is Tim? Where could he be? What could he be doing? Ask students to tell you their ideas about the apostrophe in *Where's*.
- Students use the question in the title to make guesses about the structure of the story (question and answer). They read the author's name and use their knowledge of the type of stories Jillian Cutting writes to predict the structure of story.
- Students look at the illustrations page-by-page. They describe what is happening. "He is looking in the kitchen." They discuss Jan van der Voo's illustrations. Ask: How does he draw people's bodies, arms and legs to show that the characters are worried or happy? What expressions do the characters have on their faces?
- Read the story together. Students use the illustrations and their knowledge of initial letters and sounds to work out prepositions and nouns.

Returning to the Text

- Focus on question and exclamation marks. Teach students how to write them and what they are used for. Students read the story again, using appropriate intonation. Ask: How would you read this part?
- Students identify the sounds in the words *is*, *he*, *no*. They clap the sounds. They list words that end with the same sounds (rhymes). (go, so) Create class word webs that students illustrate to show meaning.
- Focus on the content words. Students tell you what they know about the letters at the beginning of the words, the letter names, other words that begin with the same sound or letter and how to write the letters.

Writing

- Rewrite the story together in a school setting. Students illustrate the story and make a class book. They write a new story and draw themselves as the character.
- Students draw pictures and write words on a chart to show where Tim is and where he is not.
- Students write the letter z 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: z

Words: Match high-frequency words

Thinking: Drag the words to match the pictures from the story

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



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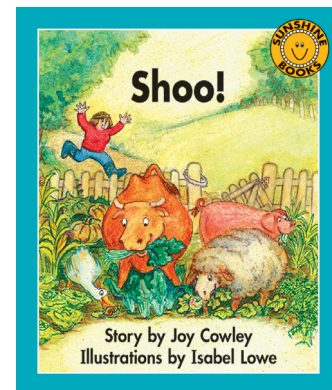
Shoo!

The Story

The animals get into the farmer's vegetables.

High-frequency Words

away, back, came, the, went



Reading the Text

- Look at the cover. Ask: What do you think the animals are doing? Where are they? Who do you think the woman is? What do you think she is saying?
- Go to the title page. Ask: What do you think the animals are going to do? What do you think the title will be? Listen to the title with students.
- Say the word *shoo* slowly. Ask: What sound do you hear at the beginning? What other sounds can you hear in *shoo*? List words the students suggest that begin with *sh*.
- Read the names of the author and illustrator. Talk about the type of books Joy Cowley writes. Ask: Do you think this will be a funny story or a sad story? Talk through the illustrations to pages 4 and 5. Have students tell what they think the animals are going to do next.
- Read the story with students. Talk about the setting. Share ideas about where the animals would be allowed and not allowed. Ask: Why do you think the farmer doesn't want the animals in the garden? What do you think will happen after the farmer goes away again? What should the farmer do so that this doesn't happen again?
- Students retell the story in their own words.

Returning to the Text

- Have students read the story independently. They can tap on a word to hear it read. Ask: What happened at the beginning of the story, in the middle and at the end? How do you think the story might continue?
- Talk about how the new story could go on and on. Students draw a story map to show the cycle of events.
- Ask: What other words do we say to scare things away or get rid of them? List these words on a chart for students to read by themselves, and then turn into a chant.

Writing

- Reread the story to find the pattern. Write up the pattern.
Shoo! The _____ went away.
The _____ came back. Shoo!
- Work with students to rewrite *Shoo!* with a different setting, perhaps a picnic.
Shoo!
The ants went away.
The bees went away.
The flies went away.
- Students think of situations where they have been told off and then repeated the offence. They discuss these personal stories and then make a book about them.
- Model how to form the uppercase A. Have students practise writing it.

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: A

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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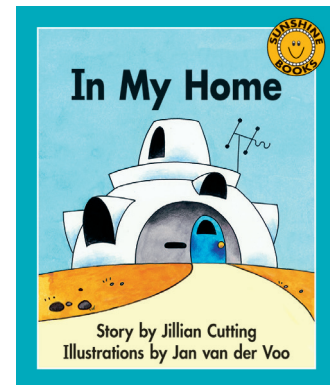
In My Home

The Story

An alien looks for a room for himself.

High-frequency Words

dad, into, mum, there, went



Reading the Text

- Have students look at the pictures on the cover and title page to work out the words in the title. Talk through the illustrations and ask students to tell you their ideas about the home. Ask: Who do you think is likely to live in the house? How many people live there? Does the house in the picture remind you of your own home? What things are different about the rooms in the pictures and the rooms in your house?
- Go to page 2. Focus on *mum*. Students listen as you say the sounds in the word slowly, emphasising each sound. Ask: How many sounds do you hear? What is the word?
- Have students identify the word *dad* on page 3 in the same way.
- Listen to the text page-by-page with students. Use clues in the text. Ask: What is the character on this page doing? What other things are happening on this page? Who is telling the story? When do you expect a new character to appear? What do you think the character who is telling the story looks like?
- Go to page 8. Have students notice the punctuation at the end of the sentence. They listen to the words and tell what the punctuation showed. (surprise)
- Read the story with students. They can tap on a word to hear it read.

Returning to the Text

- Reread the story with students, focusing on one-to-one correspondence of written and spoken words, and return sweep.
- Focus on words that name rooms. Students use information in the pictures and identify clues in letters at beginning of words that help them to read accurately. Ask: How do you know it was dad in the bathroom? Why can't the word be father?
- Focus on compound words. Students read *bathroom* on page 3 and find another word in the text in which two complete words have been combined to make a new one. (*bedroom*) Students help list other compound words and draw pictures to show what they mean.

Writing

- Write up sentences from the text. Demonstrate rewriting the story in the present tense. Students help write the words and tell you where to put the punctuation as you write. They illustrate the new story for a large sequence chart.
- Students make charts to show where each character was. They write books about their own homes using the same structure.
- Model the formation of the uppercase letter B and have students practise writing it.

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: B

Words: Match the high-frequency words

Thinking: Complete the sentences from the story

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