



SUNSHINE CLASSICS

Teaching Notes Level 4

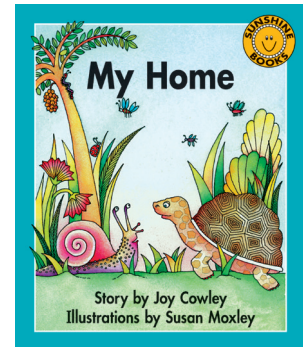
My Home

The Story

Some animals and people talk about their homes.

High-frequency Words

can, like, my, said, the



Reading the Text

- Discuss where horses, spiders, birds, rabbits and dogs live? Have students try to name what each home is called.
- Listen to the title. Talk about the cover and the title page. Ask: What do you think you will read about in this book? How are the snail and the turtle the same? What do you notice about the horse's home?
- Talk through the illustrations. Have students tell what they notice about each home.
- Talk about the girl on page 7. Ask: Where do you think she comes from? What do you think the last page will say?
- Have students read the story. They can tap a word to hear it read. Ask: What things in the book helped you read the story? How did the story change at the end?
- Reread the story. Students expand their retelling of the story by talking about ideas they got from the illustrations.
- Have students listen as you say *like* slowly. Ask: How many sounds can you hear in the word? What are the sounds? What other words can you think of that have the -ike sound? Make a list as the students say the words.

Returning to the Text

- Reread the story with students. Ask: What do you notice about the words the characters say? Talk about the use of speech marks. Have them read the words each character says. They can use the pen or white box tool to write the words in speech bubbles.
- Have students listen as you say the word *home* slowly. Ask them to suggest the initial letter and help spell the word. Talk about the initial sound in *home*. Teach students the name of the letter h.
- Play guessing games with students. e.g. I have three letters. My first letter is f. What am I? (fly) Students reread the book to find the word, spell the word and say the word.

Writing

- Students look carefully at the illustrations. Ask: What do you notice about each home that makes it a good home for its owner? Why do you think the owner likes their home? Talk about safety, food and protection. Notice that each illustration is spread across two pages. How does this help us get ideas about the setting? Work with students to rewrite the story. Follow the structure of the last two pages.
"I like my home," said the spider.
"My home can catch insects."
"I like my home," said the bird.
"My home keeps my chicks safe."
• Students illustrate the new story. Make it into a big book to share.

Home/School Link

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

Alphabet letters: m, h, f, n

Words: Match words to pictures

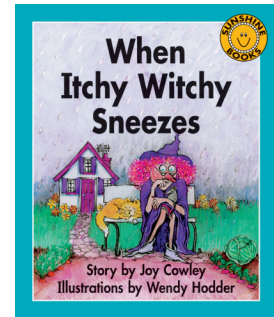
Thinking: Insert punctuation

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



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When Itchy Witchy Sneezes

The Story

When Itchy Witchy sneezes she blows everything away. When she sneezes again, it all blows back.

High-frequency Words

and, away, she, the, when

Reading the Text

- Have students tell what they notice about the character on the cover. Ask: What do her clothes tell us about her? What is she doing with her nose? Talk about the humour in the illustration.
- Listen to the title. Ask: What does itchy mean? What things make you itchy? What happens when you have an itchy nose?
- Look at the title page. Listen to the title with students. Ask: What do you think happens when Itchy Witchy sneezes? What do you notice about the cat and the mouse in the illustration? Share ideas about why they look frightened.
- Talk through the illustrations. Ask: What do you think is happening on page 7? What do you think will happen if she sneezes again?
- Students listen as you say *sneeze*. Ask: What sounds can you hear in the word? They say the sounds after you /sn/ /e/ /z/. Talk about the sn- sound at the beginning of the word. Work with the students to write a list of words that begin with sn-.
- Read to the end. Talk about what happened at the beginning of the story and how it linked with the end.
- Talk about how the rhyming words help us read the text. Students use the pen tool to circle the words that rhyme. (mouse/house, rain/again)

Returning to the Text

- Have students look carefully at the illustrations. Ask: How do the lines, stars and shapes in the pictures help us understand what is happening? (they show movement) Talk about how pictures help us to read the story and get meaning.
- Students reread the story. They can tap a word to hear it read. Ask: What pattern did you notice? What changes at the end of the story? Students find the word that changes.
- Talk about the meaning of the word *away*. Ask: When do you say *away*? (Go away!) When do you hear other people using the word?

Writing

- Turn the story into a play. One student reads the story aloud. Another student plays Itchy Witchy. The rest of the students pretend to be the various things that Itchy Witchy blows away.
- Students write and illustrate their own Itchy Witchy books using the same pattern. They can think of other things that Itchy Witchy blew away.

Home/School Link

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

Alphabet letters: w, s, a, l

Words: Match rhyming words

Thinking: Match pictures to words

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



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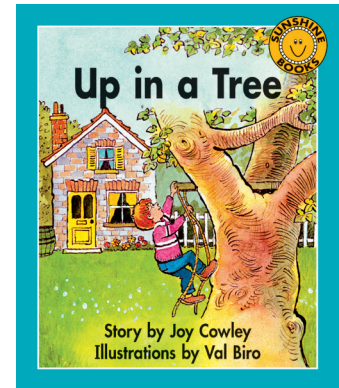
Up in a Tree

The Story

A boy in a tree house tells about the things he sees that look back at him.

High-frequency Words

do, it, me, up, what



Reading the Text

- Have students look at the cover. Ask: What is the boy doing? Where is he? What can you see in the tree? Share stories about tree houses. Discuss safety when climbing trees.
- Look at the title page. Ask: What is the boy looking at? Listen to the title. Talk about what students can see happening in the story.
- Listen to the title. Ask: What sounds do you hear when you say *tree*? What sound is the same in *tree* and *see*? List other words that students know that rhyme with *tree* and *see*. Talk about words that have the /ee/ sound but a different spelling. (sea, tree, he, me, she, flea, pea, be)
- Listen to the story with students. Ask: What do you notice about the rhythm of the story? Read it together several times as students clap and chant the rhythm.
- Students read the story. They can tap a word to hear it read. Ask: What helped you read the story? What words in the story did you already know? Talk about how the illustrations helped with words they did not know. Students retell the story in their own words from the illustrations.
- Talk about the rhyming words in the story and how they helped to read the text. Write up the words *me*, *bird*, *mother*. Ask: Which word rhymes with *see*?

Returning to the Text

- Work with the students to add other things the boy might see. They take turns to read the question and answer part of the story. Up in a tree, what do I see?
Ask: How do you know this is a question? What do you notice about the way we use our voices when we ask a question? Talk about the answer and how it is written.
- Read through the story together, talking about the question and answer format. Students think of other ways the story could be written.

What do I see? I see a dog.

What do I see? I see a bird.

Or they could change the tense.

What did he see? He saw a bird.

What did he see? He saw a dog.

He saw Mum... and she saw him.

- Have students tell what they notice about how the story has changed. They use the pen tool to find and mark the high-frequency words.

Writing

- Work with students to present the story as a rebus. Use the white text boxes to cover content words. Have students suggest new words to type into the text box. They read the new sentences.
- Ask: What things live in trees? If possible, students observe the things they see in a tree. This can be used as a class project for a story with illustrations or pictures collected over the period of time.

Home/School Link

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

Alphabet letters: u, i, t, q, k

Words: Match words that rhyme

Thinking: Insert punctuation into a sentence

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



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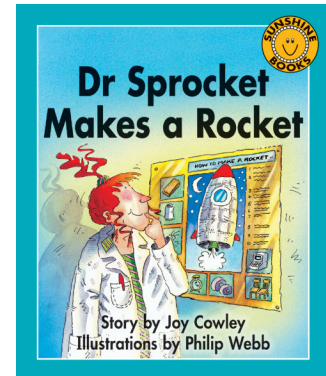
Dr Sprocket Makes a Rocket

The Story

A scientist makes a rocket from old bits and pieces.

High-frequency Words

from, it, makes, she, with



Reading the Text

- Have students tell about the character on the cover. Ask: What do her clothes tell us about her? (She has a lab coat on so she must be a doctor or a scientist.)
- Listen to the title. Ask: What do you think you will read about in this book? Why do you think Joy Cowley called her Dr Sprocket? (rhymes with rocket)
- Talk through the illustrations. Have students tell what they notice about each page. Talk about the items on page 5. Ask: Where do you think she is getting them? What word gives you a clue? (old) What do you think the last page will show?
- Have students read the story. They can tap a word to hear it read. Ask: What did you notice about the naming words? (they rhyme)
- Reread the story together, pausing to let students fill in the rhyming words.
- Look at *zoo-oo-oom* on the last page. Ask: How else could this have been written? Voo-oo-oom? Are there other ways of writing sounds like this? What makes a br-rr-mmm sound? A-a-ch-ooo sound?
- Have students listen as you say the word *zoo-oo-oom* slowly. Ask them to suggest the initial letter. Talk about the initial sound in *zoo-oo-oom*. Teach students the name of the letter z.

Returning to the Text

- Reread the story with students. Ask: What else do you notice about the word *zoo-oo-oom!* on page 8? Talk about the use of bold type and the exclamation mark. Have students read the word using these clues.
- Students use the pen tool to mark the rhyming words, using a different colour to differentiate the rhymes.
- Play guessing games with students. e.g. I have five letters. My first letter is t and I rhyme with fires. What am I? (tyres) Students reread the book to find the word, spell it and say the word.

Writing

- Have students rewrite the story with new components and new rhymes, for example:
Dr Sprocket makes a rocket.
She makes it from old bottles.
She makes it from old mugs.
She makes it from old televisions.
She makes it from old plugs.
- Have students to write a list of instructions on “How to Make a Rocket”. For example: This is how to make a rocket. You will need ... (The items must be able to make the story rhyme.)

Home/School Link

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

Alphabet letters: d, r, x, z

Words: Rhyming words

Thinking: Sequence pages from the story

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



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Snow

The Story

Snow falls, melts and becomes water.

High-frequency Words

come, falls, the



Reading the Text

- Look at the cover and title page together. Have students predict what this book might be about. Ask: What is different about this book than the stories you have been reading so far? (photographs)
- Have students tell whether this book is real or fantasy. Discuss the features of a non-fiction book. Go to page 1 and discuss the purpose of the Contents. Go to page 4 and check that the text there is about snow melting to demonstrate.
- Listen to the text with students. Pause between each page to discuss “what happens next” and why.
- Have students retell what happens in the book. Clear up any misunderstandings about the reasons for the changes.
- Have students read the text independently.

Returning to the Text

- Reread the text, pausing before the verb to ensure students read the words that end in s. They read the book independently to note and read words that end in s.
- Have volunteers find examples of words ending in s to list on a chart. Students suggest other words that end in s.
- Focus on the c at the beginning of *come*. Remind students how to form this letter and have them practise writing the letter Cc.
- Together make a chart highlighting the various aspects of the water cycle. Students illustrate the different weather situations.

Writing

- Make a chart with a record of the weather over the past week. Students illustrate the weather and write a sentence to describe it.
- Reread the text and have students draw a chart with seven sections. They draw pictures and copy the sentences from the book onto their chart. They reread their chart to make sure they haven't left anything out. They add arrows to show what happens to the snow.

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: C

Words: Remake content words from the text

Thinking: Sequence pictures from the text

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



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A Hug is Warm

The Story

A girl compares a hug with other nice things.

High-frequency Words

a, and, as, is

Reading the Text

- Have students talk about things that are warm. They may suggest things like microwaves and ovens. They may also think of food they eat warm. This gives an excellent opportunity to talk about what makes things warm. List ideas about warm things.
- Talk about the characters on the cover. Ask: Have you read any other books about Huggles? What do you know about them? What are the Huggles doing on the cover and title page? Read the title. Ask: What do you think you might read about in this book?
- Talk through the illustrations. Ask: What do you notice about the items in the illustrations? What do you think the items are called?
- Have students read the title again. Ask: How many sounds can you hear in the word *hug*? What are they? What letters do you think make those sounds? Write up the letter h. Teach students the name of the letter.
- Listen to the story with students. Then have them retell the story, list the things in the story and list the words.
- Students read the story themselves.

Returning to the Text

- Reread the text together. Talk about what *as warm as a* means. Share ideas about this. Ask: Do you think a hug is really as warm as a hot-water bottle, a fur coat, a stove?
- Talk about what Joy Cowley means when she says *a hug is warm*. Ask: How does a hug make you feel warm?
- Talk about how the items in the story feel warm to touch whereas the hug is a feeling. It is the feeling of love and someone caring that makes us feel happy and warm inside. Share ideas about other things people can do that make us feel warm or good inside. List the ideas. (a kiss, wink, thumbs up, a sticker from the teacher)
- Discuss things that are cold and feelings that are cold. Work with the students to make a comparison chart.

Writing

- Look closely at the sentences in the story. Ask: What do you notice about the sentences? What do the sentences on each page tell us? Talk about the pattern and structure of the sentence. Students suggest other ways the sentences could be written. Record the ideas.
A hug is warm. A stove is warm.
A bath is warm.
Or
A hug is warm like a stove.
A hug is warm like a bath.
- Students make and illustrate an opposites chart of warm and cold things.
- Model the formation of the uppercase D and have students practise writing it.

Home/School Link

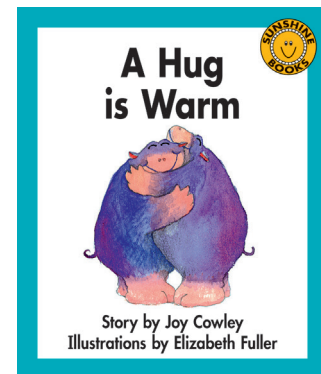
Have students access the story at home and re-read it. They can then complete the interactive activities:

Writing the Alphabet Letter: D

Words: Match the letter to the word that begins with the same letter

Thinking: Caption pictures from the story

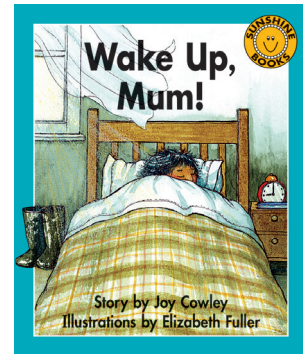
Record: They can read the story by themselves and save it for you to listen to.





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Wake Up, Mum!

The Story

On the farm, the animals want their breakfast. Mum must wake up to feed them and Harry.

High-frequency Words

for, Mum, their, up, want

Reading the Text

- Look at the cover and the title page. Students identify the animals on the title page. Ask: What do these animals eat? What sounds do they make?
- Read the title. Ask: What do you think the story might be about? What things in the pictures make you think that? Look through the illustrations on pages 2–7 together. Ask: What is happening? How do the animals feel? How has the illustrator shown their feelings? When do you look like that?
- Go to page 7. Students say what they think will happen next. Remind them to think about the picture on the cover and the words in the title.
- Go to page 9. Ask: What is the boy saying to his Mum? What do you think Mum is thinking on page 10? When has something like this happened to you? How will Mum waking up change the story?
- Read through pages 11–16. Ask students to say what they think will happen next before going to each page.
- Students listen as you say the word *want*. They practise saying *want* slowly. Ask students to suggest other words that start with the same sound as *want*? (was, wand, water)
- Focus on the word *dog*. Say the sounds slowly and deliberately. Ask: What other words do you know that belong to the same word family as *dog*? (fog, log, frog)

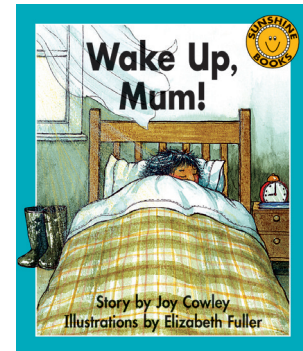
Returning to the Text

- Students retell the story using the illustrations. They tell how they worked out the names of animals and the sound words.
- Focus on the use of the comma to separate repeated words. Students read the sound words using the comma. Ask: How would you read the sounds the pigs made? Why would you read it like that?
- Focus on animal names that end with s. Write the word *pig*. Ask: How do we change this word so it means more than one pig? Students write words on a chart to show the difference between singular and plural forms. They illustrate their charts to show the difference between singular and plural nouns.



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Writing

- Write sentences about the story with students. Encourage students to “think the sentence in your head before you write it.”

Mum was fast asleep in bed.

The animals were standing around in the yard.

They wanted their breakfast.

Little Harry wanted his breakfast as well, so he told Mum to wake up.

Mum woke up.

She got dressed and gave the animals and Little Harry their breakfast.

Students decide which sentences are about the beginning, middle and end of the story.

Together create an illustrated Beginning/Middle/End wall display.

- Write a story about zoo animals, using the sentence pattern of the story.

The lions want their breakfast.

Roar, roar, roar!

Wake up, zookeeper!

- Create a new book in which students draw themselves feeding breakfast to the animals and eating their own breakfast. Use the sentence pattern:

Cows like to eat turnips for breakfast.

I like to eat pancakes.

- Model the formation of the uppercase E 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: E

Words: Match 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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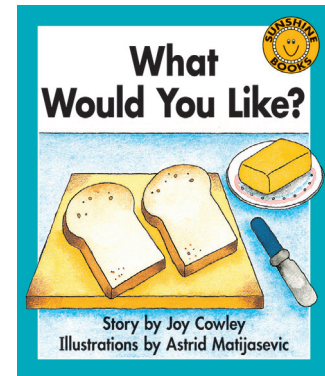
What Would You Like?

The Story

Would you like to eat a worm, a mouse or peanut butter?

High-frequency Words

like, no, what, yes, you



Reading the Text

- Look at the cover and read the title. Ask: What do you think will happen in the story? Have you ever made a sandwich? What do you do? What do you like in your sandwiches?
- Look at the title page. Ask: What is the boy thinking? What would you be thinking if you were about to make a sandwich?
- Students listen as you say the word *like*. They practise saying *like* slowly. Ask: What other words do you know that belong to the same word family as *like*? (bike, hike)
- Students listen to the sounds in *no*. Ask: What is this word? How many sounds can you hear? How many letters will be needed to write the word? What other words do you know that rhyme with *no* and have two letters? (go, so)
- Listen to the story together. Then have students read it independently. Using copies of the printed book, teach or reinforce book handling skills. Ask: Can you show me how to turn the page? Why do we need to know this? Where do we start reading? Where next? What happens next? What helps you read the word at the end of the line? What do you do when you get to the end of the line? Students track the text in the right order making one-to-one correspondence between the written and spoken words. They talk about the book using the words cover, beginning, end, page, line, word, letter.
- Students read the story by themselves.

Returning to the Text

- Reread the story. Ask: Does it help you read when each word is highlighted as it is read? How does looking at the beginning letter of some words help? Can you show how you use the beginning letter in a word to help you work it out? How much help do you get from the illustrations?
- Students identify the sound at the beginning of *you* and tell you words that begin with the same sound. Model the formation of the letter y. Review the letter name of y. Work together to make a chart of words that begin with y.
- Focus on *would*. Create new words by substituting initial letters sh and c for w.
- Focus on bold print. Ask: Why is text presented in this way? How would you read these parts? Students read the words in bold print with emphasis to demonstrate.

Writing

- Together make a list of the main events of the story. Students recall what happened after the boy started making a sandwich. They illustrate the events on a chart.
- Students make books using pictures in place of words.
- Rewrite the text on a large sheet. Students help write capital letters and put punctuation marks in place. Ask: Where does the sentence begin/end? Why is there a question mark or exclamation mark at the end of this line? Why is there a comma after No/Yes?
- Create a Readers' Theatre version of the story in which one child acts as narrator and reads the questions. The rest of the group chorus the refrain.
- Model the formation of the uppercase F 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: F

Words: Match high-frequency words



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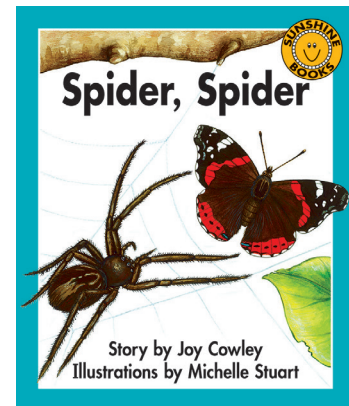
Spider, Spider

The Story

The spider asks the animals to tea.

High-frequency Words

come, me, no, not, to



Reading the Text

- Look at the cover illustration together. Ask: What do you think is happening? What do you think will happen next? Turn to the title page. Students check their predictions. Ask: What do the cover and title page illustrations tell you about what might happen in the story?
- Have students work out the words in the title? Help them to focus on the beginning of the words. Ask: What clues can you find? Why wouldn't you read the title as Butterfly, Butterfly?
- Walk through the illustrations in the story. Have students identify the animals. Ask questions about each event. Students give reasons for their answers. Ask: What do you think the spider is saying to the bee? What do you think the bee is replying? Why? What do you think will come next? How do you think the story will end?
- Students listen to the words *tea/me/bee*. Ask: What can you say about these words? Can you think of other words that rhyme? They write some rhymes using the words. (see, flea, tree, be, we, he)
- Focus on *spider*. Students listen to the word and say what letters they expect to see at the beginning. They suggest other words beginning with sp-.
- Focus on rhyme and repetition. Listen to pages 2 and 3 with students. Ask: What do you notice about the language? How will that help us read the next pages?
- Read the story together page by page. Students look at the illustrations. They predict the language and read the text. They identify rhyming words and repetitive parts of the text.
- Look at pages 14 and 15 together. Ask: What has the author done to end the story?

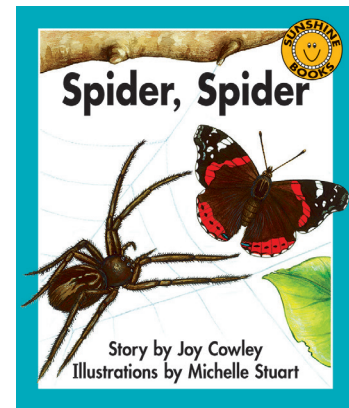
Returning to the Text

- Reread the story with students demonstrating how to read the dialogue, using a different voice for each character.
- Write up the text on a large sheet for students to illustrate. Read it together. Ask: Can you find the parts that rhyme? Can you find the parts that are repeated?
- Focus on high-frequency words. Students listen to each word. Ask: What letters are used to spell this word? Students write the words using the pen tool or magnetic letters.
- Have students write other words with the same letter/sound pattern as the high-frequency words in the story. Ask: What word rhymes with *come* but begins with an s? What word rhymes with *to* but begins with d? Can you make words that rhyme with *not*, by writing g, h, p, l in place of the n?



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Writing

- Together write a new story about other animals. Ask: What are some animals that a fox might ask to tea? What are some animals that a crocodile might ask to tea?
- Students write and illustrate sentences about the events in the story, using the pattern The spider is asking the ____ to come to tea.
- Ask students why they think the animals in the story don't want to go to the spider's house. Research spiders in library books and on the internet.
- Have students make a fact chart about spiders with illustrations and information about what spiders eat, how they catch their food and so on.
- Model the formation of the uppercase G 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: G

Words: Match words to pictures

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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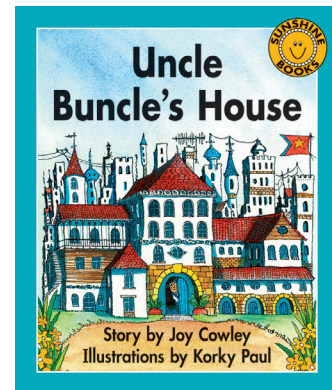
Uncle Buncle's House

The Story

Count the things in Uncle Buncle's house from 7 down to 1.

High-frequency Words

are, but, in, one, there



Reading the Text

- Talk with students about uncles. Ask: What is an uncle? (mother or father's brother)
- Read the title. Look at Uncle Buncle's house. Ask: What do you think he might have in his house? Focus on the uppercase letter H in *House*. Model the formation of the letter for students and have them practise it.
- Look at the title page. Ask: Who do you think the people in the illustration are? If the man is Uncle Buncle, how are the children related to him? What do you think Uncle Buncle might be saying to them? Do you think the children like going to his house? Why?
- Read the names of the author and illustrator and have students tell what they know about the books that Joy Cowley writes.
- Talk through the illustrations. Ask: What do you notice in each illustration?
- Students listen as you say *Uncle* slowly, stretching the sounds. Ask: How many sounds can you hear? What are the sounds you hear? What sounds can you hear that are the same in *Buncle*?
- Talk about the sound students hear at the beginning of the word *uncle*. Work with them to say and listen to other words that begin with the /u/ sound in *uncle*. (up, under). Ask: Do you know any words that have the /u/ sound in the middle? (cup, truck, suck)
- Listen to the story together. Read the story, pausing for students to join in with the content words.
- Students talk about each page as they look through the story. Talk about how the numbers count down from seven. Ask: Can you remember how many clocks? Can you remember how many dogs? Students reread to confirm.
- Students say what helped them read the story.

Returning to the Text

- Students look carefully at the illustrations and talk about how they helped them read the story. Ask: What ideas do we get about the type of person that Uncle Buncle is from looking at the illustrations?
- Talk about Uncle Buncle's clothes, hair, his furniture and all the unusual things he has in his house. Ask: What things do you have in your house that Uncle Buncle has? What things don't you have? What do you notice about the clocks? How does Uncle Buncle know which is the right time? Why do you think Uncle Buncle has all his TVs next to each other? Have students tell their own story from the illustrations.

It is night time and Uncle Buncle is watching TV with the children.

He is not watching one TV. He is watching five TVs!

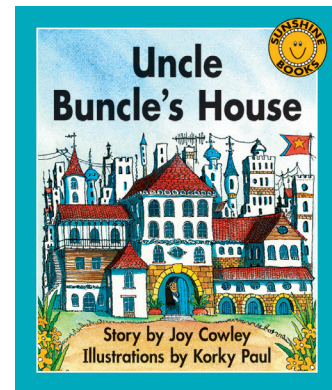
They are on different channels.

- Students reread to find the number words. List these and write the numeral beside them.



SUNSHINE CLASSICS

Teaching Notes Level 4



- Students listen as you say *Uncle* slowly, stretching the sounds. Ask: How many sounds can you hear? What are the sounds you hear? What sounds can you hear that are the same in *Buncle*?
- Talk about the sound students hear at the beginning of the word *uncle*. Work with them to say and listen to other words that begin with the /u/ sound in *uncle*. (up, under). Ask: Do you know any words that have the /u/ sound in the middle? (cup, truck, suck)
- Listen to the story together. Read the story, pausing for students to join in with the content words.
- Students talk about each page as they look through the story. Talk about how the numbers count down from seven. Ask: Can you remember how many clocks? Can you remember how many dogs? Students reread to confirm.
- Students say what helped them read the story.

Returning to the Text

- Students look carefully at the illustrations and talk about how they helped them read the story. Ask: What ideas do we get about the type of person that Uncle Buncle is from looking at the illustrations?
- Talk about Uncle Buncle's clothes, hair, his furniture and all the unusual things he has in his house. Ask: What things do you have in your house that Uncle Buncle has? What things don't you have? What do you notice about the clocks? How does Uncle Buncle know which is the right time? Why do you think Uncle Buncle has all his TVs next to each other? Have students tell their own story from the illustrations.

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