



SUNSHINE CLASSICS

Teaching Notes Level 5

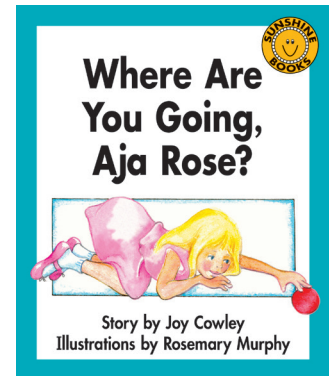
Where Are You Going, Aja Rose?

The Story

Aja Rose is happy to do things by herself. Her friends ask if they can join in.

High-frequency Words

are, can, come, my, where



Reading the Text

- Listen to the title with students. Ask: What do you think will happen in this story from the words in the title? Students look at illustrations on the cover. Ask: Why do you think the girl is alone? Do you think her name is Aja Rose?
- Look at the title page. Ask: What is happening? How does the title page help us guess what might happen in the story? What might happen next?
- Look at the picture on page 2. What do you think the boy is saying to Aja Rose? Talk through the illustrations. Have students construct their own story from the illustrations.
- Listen to the story. Have students listen for rhyming words and circle them using the pen tool. Ask: How do rhyming words help you work out a story?
- Read the story together to work out words in the text. Take time to study words that are difficult and then reread the sentence or phrase in which it appears. Students can tap a word to hear it read. Ask: How can you work out who is talking in the story? Are the clues in the pictures? Are the clues in the words that the characters say? Identify the speech marks and discuss what they are for.
- Focus on the exclamation mark and the question mark. Use the terms as you ask students how they would read the parts featuring them. Students read the story aloud with intonation and expression appropriate to the grammar and punctuation.

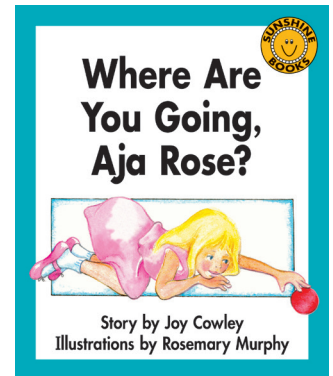
Returning to the Text

- Students read the story. They demonstrate how they read parts and how they worked out difficult words.
- Discuss the use of the comma before Aja Rose's name. Students show how to read that part of the story.
- Discuss the contractions I'm (I am) and I'd (I would). Students use the pen tool to circle examples in the story. They say why the apostrophe is used and tell the two words that make up the contraction. Write contractions and the words they stand for on separate cards. Students match the cards and use them when they are writing their own stories.
- Write the word *go*. Students say what letters are needed to make *going*. They check in the text. Make other words that end with -ing. (look/looking, jump/jumping, play/playing)
- Have students mime activities for the rest of the class to guess. Begin by asking one student, "Where are you going, Sarah?" The student then mimes an action, such as rowing a boat. Students try to guess what she is doing.



SUNSHINE CLASSICS

Teaching Notes Level 5



Writing

- Have students rewrite the story using their own names and activities they like to do by themselves.

“Where are you going, Jason?”

“I’m going to read my book.”

- Students can rewrite the story using *Why* in place of *Where*.

Why are you going, Aja Rose?

- Look and listen to the beginning sound and letters in *why* and *where*. Students help write other words that feature the blend wh-.

Home/School Link

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

Alphabet letters: w, y, g, v

Words: Rhyming words

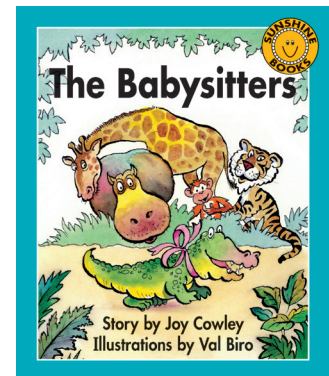
Thinking: Insert punctuation

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



SUNSHINE CLASSICS

Teaching Notes Level 5



The Babysitters

The Story

When a crocodile leaves her baby with the animals, one of them finds a way to control the baby crocodile.

High-frequency Words

no, said, the, to, you

Reading the Text

- Look at the cover together. Have students share ideas about crocodiles. Listen to the title. Ask: What do you think this story will be about? Which are the babysitters and which is the baby? How do you know?
- Look at the title page. Ask: Are you still sure that your predictions are correct?
- Talk through the illustrations and about the structure of the story. Ask: Did you notice the circular structure? The mother crocodile is on page 2 and reappears on the last page.
- Listen to the story with students. Talk about what happened. Students retell the story by telling how the animals responded to the baby crocodile. Did they notice the repetitive language? Ask: Which is your favourite character? They can wonder why Joy Cowley chose to portray a monkey as the “smart” character. Can students think of other animals that could be written into the story instead of the monkey. Ask: What do you think of crocodiles as characters? Are they smart, silly, cunning characters?
- Have students read the story themselves. They can tap a word to hear it read. Ask: What do you notice about the ribbon on page 6? Why was this important to the ending of the story?

Returning to the Text

- Students reread the text in pairs, using special voices to show how they feel about the characters and how they can make sense of the text.
- Discuss how some words are written in bold type. Ask: How did you read these? Do you use bold type in your own writing?
- Discuss the order of the babysitters (tallest to shortest). Ask: Who looked after the baby crocodile first, next, last? Who was the biggest animal? Who was the smallest or tallest?
- Students use the pen tool to label the babysitter in each illustration.

Writing

- Write a list of instructions that parents might give to a babysitter or to children. Rewrite the story in terms of what parents say to their children when they are left with a babysitter. “Remember! No yelling or crying! Or playing! Or gobbling!”
- Students rewrite the story using different animal characters. They can use the white box tool to type in new sound words for the story. “No crunch-crunch!”

Home/School Link

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

Alphabet letters: b, e, k, h, y

Words: Match high-frequency words

Thinking: Insert punctuation

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



SUNSHINE CLASSICS

Teaching Notes Level 5

I Like Worms

The Story

The hen enjoys a diet of all sorts of worms.

High-frequency Words

for, good, in, like, me

Reading the Text

- Listen to the title with students and look at the illustration on the cover. Ask: What do you think will happen in this story from the words in the title? What do you think the hen will do with the worms? Have students make a list of what they know about worms.
- Look at the title page. Ask: How does the title page help us guess what might happen in the story? What might happen next? What would be in a recipe book called *Cooking With Worms*? Would there be a recipe for worm pie? For worm soup?
- Look at the picture on page 2. What do you think the hen is going to do?
- Talk through the illustrations. Ask: What do you notice about the illustrations of the worms? (They are all different.)
- Listen to the story. Have students listen for rhyming words and circle them using the pen tool (pies/fries, jug/mug, tea/me). Ask: How do rhyming words help you work out a story?
- Read the story together to work out words in the text. Take time to study words that are difficult and then reread the sentence or phrase in which it appears. Students can tap a word to hear it read.

Returning to the Text

- Students read the story. Ask: How can you work out the describing words in the story? Are the clues in the pictures? (big, fat, pink, purple, little, skinny, red, orange)
- Circle the word *jar* on page 8. Students say what letter the word begins with. Work with students to write a list of words that begin with the letter j.
- Talk about the pattern in the story (I like) and how this is followed by lists of worms. Ask: How do we separate words in a list? Look at page 4 and have students mark with the pen tool the commas in the list.
- Have students use the pen tool to connect the describing words with the worms in the illustrations.

Writing

- Make an innovation on this story with students writing about something they like. Use the same pattern, for example:
I like chocolate, chocolate fish, chocolate frogs, chocolate puddings,
I like chocolate for lunch and chocolate for tea.
- Write a recipe for the hen for “Worm Burgers” or “Worm Pie”. Make the recipes into a book “Cooking with Worms”.
- Write the last page of the book onto a card and use as a poem:
I like worms in a bowl.
I like worms in a jug.
I like worms in a jar.
I like worms in a mug.

Home/School Link

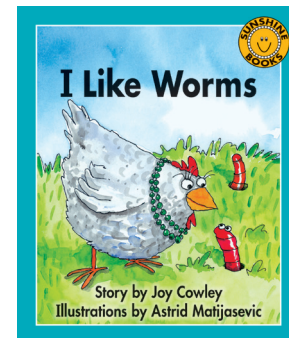
Have students access the story at home and re-read it. They can then complete the interactive activities:

Alphabet letters: i, j, z, o

Words: Match words to pictures

Thinking: Insert punctuation

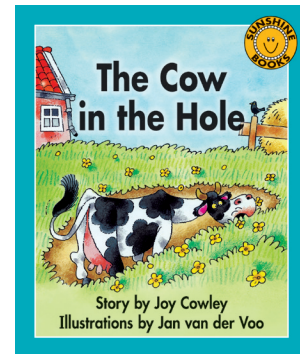
Record: They can read the story by themselves and save it for you to listen to.





SUNSHINE CLASSICS

Teaching Notes Level 5



The Cow in the Hole

The Story

The children are smart enough to know how to get a cow out of a hole, where everyone else failed.

High-frequency Words

did, for, not, they, was

Reading the Text

- Ask students what they notice about the illustrations on the cover and title page. Listen to the title. Ask: What do you think you will read about in this book? Why do you think the people are running towards the cow?
- Talk through the illustrations. Have students tell what they notice about each page. Talk about the illustration on page 6. Ask: What are the children carrying? 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 do you notice about the pattern of the story? What words tell about movement? (pushed) What other action words could the author have used? (pulled, shoved) Reread the story together, pausing to let students chant the movement words.
- Look at *Hooray!* on page 8. Ask: Why is this written in bold type? Are there other words the author might have used? (Good job! Thank goodness! Fantastic! Yippee!) Have students listen as you say the word *hooray* slowly. Ask them to suggest the initial letter. Talk about the initial sound in *hooray*. Talk about the letter h, its name and the sound it makes.

Returning to the Text

- Encourage students to ask questions to clarify their interpretations about the meaning of the story. Ask: How do you think the cow got in the hole? Where do you think the idea came from? Could the author, Joy Cowley, have had a similar experience? If so, where would she have been? Have any of you been to a farm? Have you seen pictures or films of country life?
- Read the story together. Ask: What would you say about the cow? Is she stubborn? Lazy? Greedy? Have you ever behaved like that?
- Ask: How can you work out who is talking in the story? Are the clues in the pictures? Are the clues in the words that the characters say? Identify the speech marks and discuss what they are for. Students can use the pen tool to identify who is talking on each page.

Writing

- Students can imagine Joy Cowley in their class author's chair and think of the questions that they would want to ask her. Help them to write them down.
- Rewrite the story using different characters and with a changed action, for example, replacing *pushed* with *pulled*. Students will have to think about illustrations for their new story and develop ideas about the way in which the expressions of the characters might change.

Home/School Link

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

Alphabet letters: c, h, f, p

Words: Match sentences to pictures

Thinking: Insert punctuation

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



SUNSHINE CLASSICS

Teaching Notes Level 5

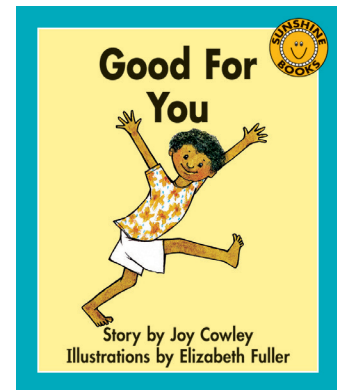
Good For You

The Story

A boy lists the things that are good for you.

High-frequency Words

are, for, good, me, what



Reading the Text

- Look at the cover and listen to the title. Ask: How do you think the boy on the front cover is feeling? Why? What clues does the illustration give about the story? What other things might we read about that are good for us? Do we need rest and fresh air and exercise as well as healthy food? What else do we need to make us feel really good?
- Look through the illustrations on pages 2–9. Students say what things are good for you on each spread. On page 10 they predict what will happen to end the story.
- Focus on *is* in each line of print. Students listen to the sounds and say how many they hear. Change the s to an n or t. Say the sounds in *it* and *in* slowly. Students repeat and tell you what the words are.
- Read the story together. Students identify the words that name the things that are good for you. They look at the letters at the beginning of the words and make predictions. Ask: Why has the author used the word *fruit* rather than apples? How do you know that the word *playing* on page 4 isn't skipping? How do you know that the words on page 6 say *fresh air* and not wind?

Returning to the Text

- Students read the story independently. They practise what they have learnt about reading print and use their voices to show what the story means.
- Focus on high-frequency words *you, for, good*. Spell the words. Students listen to the letters, guess the word and help write it using markers or magnetic letters.
- Teach the letter name for f at the beginning of *for*. Students practise forming the letter and find it in other stories they have read. They write their own f books.

Writing

- Model the formation of the upper case letter I and have students practise it.
- Rewrite the story with students in the class as the characters. They help list all the things that are good for them. They write sentences and illustrate them.
- Students write sentences and illustrate their own books about what is good for others. Talk about things we can do that would be good for others. Ask: What could you do that would be good for your families? They write a book called "Good for our Family".

I help cook dinner.

I help wash the dishes.

That's good for our family.

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: I

Words: Caption pictures from the story

Thinking: Make a sentence from the story

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



SUNSHINE CLASSICS

Teaching Notes Level 5

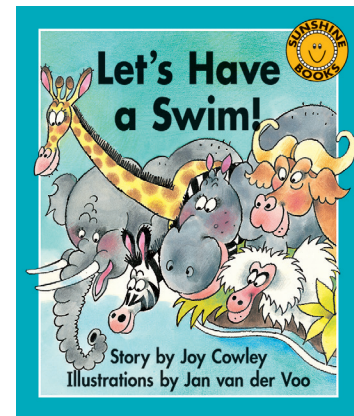
Let's Have a Swim!

The Story

Some animals are enjoying a swim until a crocodile jumps in.

High-frequency Words

had, have, in, jumped, out



Reading the Text

- Focus on learning how to find information on the cover to help read the story. Read the title. Ask: Who is saying, “Let’s have a swim?” What clues do the words in the title give us about the story? What clues does the picture on the cover give us?
- Have students look at the title page. Ask: What is happening now? When do you think the crocodile will come into the story? What do you think will happen first? How do you think the story will end?
- Focus on *Let’s*. Students learn the name and purpose of the apostrophe. Ask: What words could we use in place of *Let’s*? Why didn’t the author write *Let us* have a swim? Make a chart with students of contractions and write the expanded forms.
- Students listen to the blend at the beginning of *swim*. Ask: Can you hear the sw- sound before you hear the end of the word? They help write other words that begin like *swim*.
- Focus on using the illustrations to understand the story and predict events. As students look at each illustration, ask: What are the animals doing? How do you think they are feeling? What could they be saying? What clues do you get from the illustrations?
- Go to page 8. Ask: What will happen now? Now look at pages 10–15. Ask: Do you think the crocodile will jump out? Why? Why not?
- Read the story together. Ask: Where does the story take place? Who are the characters? What do they do?

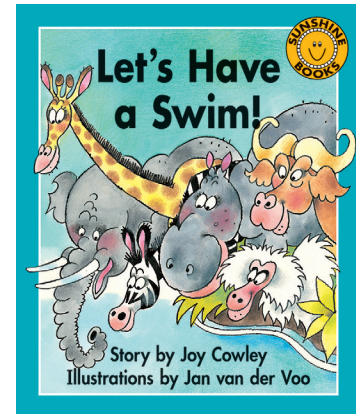
Returning to the Text

- Students make a chart showing setting, characters and events. They notice how the characters and events change but the setting remains the same.
- Reread the story together, focusing on punctuation. Teach students the purpose of the full stop, comma, exclamation mark and quotation marks.
- Reread the story with students using punctuation to give meaning to the different situations. Ask: How would you read the part where the animals say “Let’s have a swim!”? How would you read the sentence on page 8? What about the sentence at the end of the story?
- Focus on *jumped*. Write *jump* on the board. Ask: What letters have been added to *jump* to make *jumped*? Have students find *jumped* in the text. Ask: What other words could we add -ed to? (stayed, looked, played) Students make a class dictionary of words that end in -ed.



SUNSHINE CLASSICS

Teaching Notes Level 5



Writing

- Write sentences on strips for students to illustrate. They match pictures and sentence strips and put them in order. Ask: Which parts can be changed without making any difference to the story? Which parts must stay the same?
- Students create their own books, or help construct a class book. Focus on drawing pictures on the cover that give clues about the story. Then they write the story in their own words. One day the animals jumped in a waterhole to have a swim. When the crocodile came they all jumped out. The crocodile had the waterhole to himself.
- Have students notice the difference between the upper and lowercase letter Jj. Model the formation of the uppercase J and have students practise 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: J

Words: Match the 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 5

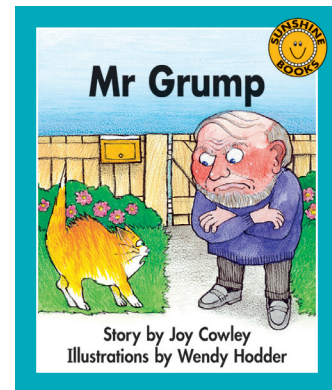
Mr Grump

The Story

Mr Grump is just like his name until...

High-frequency Words

at, me, who, with, you



Reading the Text

- Tell students that this story is called *Mr Grump*. Ask: What sort of things do grumpy people do? What sort of things do happy people do? What do you do when you are grumpy/happy? Students draw their ideas about grumpy and happy emotions.
- Read the title again. Ask: Who will the main character be? What do you think the story will be about? Look at the cover. How is the man feeling? What could have happened to make him feel grumpy? How do you know? How is the cat feeling? Do you think the man is Mr Grump?
- Talk through the illustrations. Ask: Who is Mr Grump growling or shouting at on each page? Go to page 6. What clue does this picture give you that the story might change? Who is this character? Can you guess what will happen next?
- Together look at the picture on page 9. Ask: What is Mrs Grump saying to Mr Grump? Students use what they know about story structure and link this with their ideas about being grumpy and happy to say who they think will be on the following pages and what they will do.
- Listen to page 2 with students. They read the rest of the story by themselves and talk about what helped them read the story. Ask: What made it easy to work out the last page?

Returning to the Text

- Students retell the story. Write up the text on a large sheet, using different colours for the questions and refrain. Give a Readers Theatre presentation of the story. One child acts as the narrator and reads the questions. The rest of the class chant the refrain together.
- Students listen to the blend at the beginning of *grump*. They identify the letters that represent the sound. Say the word *grump* slowly, stretching the sounds. Work together to record words that rhyme with *grump*. (bump, dump, hump, stump, lump, jump, pump) Use some of the words to write simple rhymes for students to illustrate.

Writing

- Work together to transform sentences by substituting verbs and nouns. Write the sentence structure Who ____ at the ____? on a strip of card. Write different verbs and nouns on separate cards. Students use the word cards to transform the sentences. They illustrate transformed sentences to show what they mean.
- Students include themselves in the story as the main character in a familiar setting. They draw themselves on a double-sided chart showing their contrasting moods and write a sentence telling what makes them grumpy or happy.
- Model the formation of the uppercase K and have students practise it. They notice the difference between K and k.

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: K

Words: Caption pictures from the story

Thinking: Put pictures from the story into the correct sequence

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



SUNSHINE CLASSICS

Teaching Notes Level 5

The Magic Machine

The Story

The rain man and the sun woman make a rainbow.

High-frequency Words

and, came, out, put, they

Reading the Text

- Explain that this story is about a fantastic machine. Ask: What machines can you name? What do they do? Are they useful in your life?
- Have students look at the cover. Ask: What is happening here? What do you think the people are putting into the machine? What is coming out of the machine? Who do you think the characters are? Can you tell anything about them by the clothes they are wearing?
- Read the names of the author and illustrator? Talk about which picture you think Susan Moxley liked drawing. Think about her ideas. Ask: What might have given her the idea for the shape of the machine? What about all the different parts?
- Read the title. Have students tell what the initial letter is in *magic* and *machine*. They say the words slowly, emphasising the /m/ sound.
- Talk through the illustrations. Ask: What do you think will happen at the end of the story?
- Listen to the story. Students can tap a word to hear it read. They discuss whether their predictions were correct.
- Read the story together. Students tell what strategies helped them to read.

Returning to the Text

- Talk about rainbows. Ask: What are the colours in a rainbow? When do rainbows occur? (sunshine after rain) Has the illustrator given you clues with the clothes the man and woman are wearing?
- Students retell the story using the pictures. Write down the story as they tell it and then read it together.
- Say the word *rain* slowly, stretching the sounds. Work together to record words that rhyme with *rain*. (pain, train, drain)
- Say the word *sun* slowly, stretching the sounds. Work together to record words that rhyme with *sun*. (fun, bun, run)

Writing

- Have students innovate on the pattern of the story. They could write about things going into a supermarket trolley.
Abby and Mum had a magic machine.
They put some honey and butter in the magic machine.
And out came breakfast.
- Discuss colour mixing. Ask: Do you know what happens when we mix different combinations of colours? Students can use crayons to experiment. (red + blue = purple; yellow + red = orange; blue + yellow = green) Students create a chart showing the results of mixing colours.
- Model the formation of the uppercase L and have students practise it.

Home/School Link

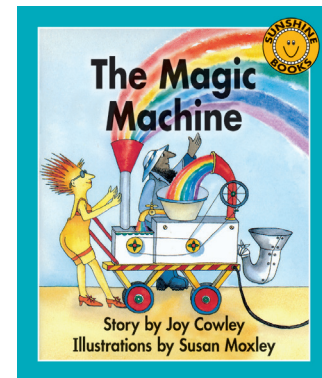
Have students access the story at home and re-read it. They can then complete the interactive activities:

Writing the Alphabet Letter: L

Words: Match the letter to the words that begin with the same letter

Thinking: Put pictures from the story into the correct sequence

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





SUNSHINE CLASSICS

Teaching Notes Level 5

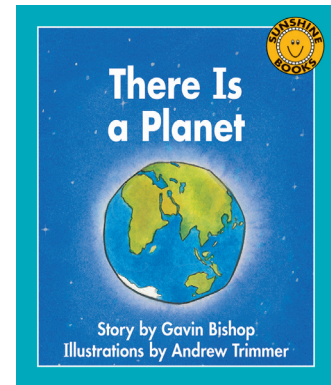
There Is a Planet

The Story

This is text is a story around a non-fiction theme.

High-frequency Words

in, is, on, that, there



Reading the Text

- Have students imagine they are in a spaceship, looking out of the window. Ask: What do you think you would see? If you looked through binoculars, what could you see on our planet? If you looked through a telescope, what could you see then?
- Discuss the picture on the cover. Read the title together. Ask: Can you see the countries on the planet? What country do we live in? What do you think this book will be about?
- Go to page 2. Have students find the word *planet*. Ask: Where would you be if you could see our planet like that? Can you find the word *country*? Can you name a country in the illustration?
- Go to pages 4–5. Ask: What is happening? We're getting closer and closer to the ground. What can you see in the town? Do you live in a street like that?
- Listen to the story. Ask: Do you notice something special about the way the story is written?
- Read the story together, pausing and encouraging students to predict and read the next line. Talk with them and share ideas about the way the story is written with a repetitive and cumulative structure so that the reader can anticipate what will come next and read the story easily. Focus on how the last part of each line becomes the first part of the next line.
- Have students tell what changes on page 7. Ask: What do they notice? Does the rhyme make the end easy to remember and read? What do you notice about the ending? Is it surprising? Is it funny? How do you think it should be read? How do they feel when they read it? What do they think the author is expecting the reader will do?
- Discuss the illustration on page 7. Ask: How do you know that it is a dog? What is the flea doing? What sound did the flea make laughing? Why is the last line in bold print? Have

students find another word with a long /e/ (*street*). Students can suggest other known words to add to the list.

- Students read the story independently. Provide support where needed.

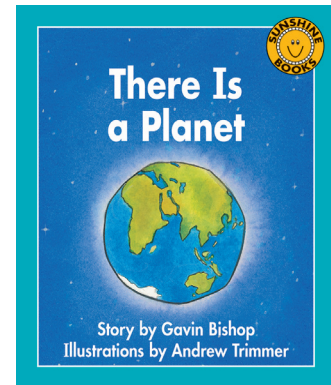
Returning to the Text

- Discuss what makes this story different. Ask: Does this story provide you with some real information? Why do you think there is an index on page 8? What does an index do? Talk about other features that might be found in a non-fiction book.
- Have students retell the story. Ask: Was this what you thought the story would be about? Ask volunteers to be the storyteller and tell the story to the class. Encourage them to read the story many times to make sure they haven't left anything out.
- Give students hints about reading the story to themselves, closing the book and remembering everything that happened. They practise telling the story to a friend.



SUNSHINE CLASSICS

Teaching Notes Level 5



Writing

- Write a story with a different ending. Have students talk with friends about surprise endings that they think would be good.

In that house,
there is a table.

On that table,
there is a cake.

On that cake,
there is some writing
Happy Birthday!

- Model the formation of the uppercase M and have students practise 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: M

Words: Match high-frequency words

Thinking: Make a sentence from the story

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



SUNSHINE CLASSICS

Teaching Notes Level 5

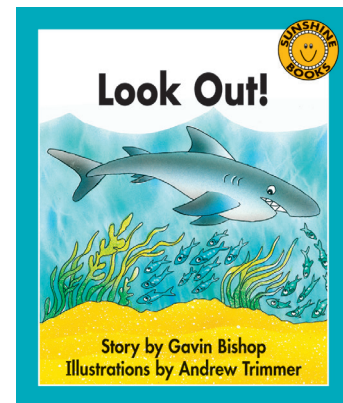
Look Out!

The Story

Every fish in the sea has to look out for a bigger fish.

High-frequency Words

for, look, out, said, to



Reading the Text

- Look at the cover and read the title together. Ask: What is the danger in this picture? What other sea creatures might be in this story? Do you think the shark will catch them?
- Go to page 2. Identify the creatures from the illustration. Ask: Which one is talking? What might it say to warn the shrimp about the shark? Can you find the words? Do you think they are said loudly or softly? How do you know? Read the words.
- Go to page 4. Ask: Who is talking this time? Who is it talking to? Find the word *octopus* using the initial sound. Read page 4 together with expression.
- Go to page 5 and have students suggest what the ellipsis is for.
- Students continue through the story, using the pattern of the text and the illustrations to help them read the words.
- Read the story together. Students can tap on a word to hear it read.

Returning to the Text

- Go to pages 2–3 and have students find two words with the /sh/ sound. (shark, shrimp) List them on the board. Discuss what letters make the sound. Can students think of any other words with those sounds to add to the list? (shell, shoe, shout)
- Students reread the story independently.
- Students make a dictionary of words that start like *look*. Encourage them to collect as many words as they can to add to the dictionary.

Writing

- On chart paper, have students list the characters in the story by writing their names and drawing them.
- Model the mapping of the story by drawing and labelling the events on a large chart. Have students use cut, coloured paper collage techniques. Include in the mural all the sea creatures, rocks, plants, the ocean floor and language from the story.
- Model the formation of the uppercase N and have students practise 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: N

Words: Match a word to a picture from the story

Thinking: Make a sentence from the story

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