



SUNSHINE CLASSICS

Teaching Notes Level 6

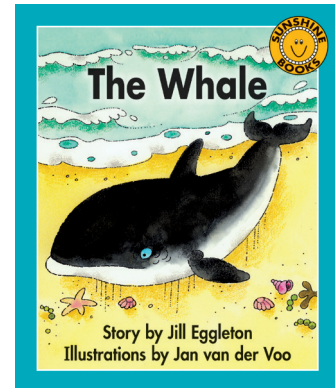
The Whale

The Story

People at the beach help to refloat a stranded whale.

High-frequency Words

came
could
not
over
will



Reading the Text

Look at the cover and title page together. Listen to the title. Ask: What do you think this story will be about? What do you know about whales? Ask: Discuss how whales sometimes get stranded by the tide. What role do you think the people on the title page will play in the story? Talk through the illustrations.

- Listen to the story with students. Talk about what happened. Students retell the story by talking about how the people responded to the stranded whale. Ask: Did you notice the pace of the words as the whale's condition became more urgent?
- Read the story together. Ask: Why was it dangerous for the whale to be beached? Whales can breathe out of the water, so why was it in dangerous?
- Have students read the story themselves. They can tap the text to hear it read. Ask: What do you notice about the water on page 7? (The tide was coming in.) Why was this important to the ending of the story? (The people were able to refloat the whale without lifting it up.)

Returning to the Text

- Students reread the text. Ask: Why was the tide an important feature of this story? (The whale came in on the tide but when it went out it was stranded.)
- Talk about the opposites that are found in the story. For example, on pages 2-3, students use the pen tool to circle *in* and *out*. They find other opposites in the text. (*over/under*)
- Discuss the feelings of the characters in the story. Students make a feelings chart about how they would feel as they helped the whale and how the whale might feel.

Writing

- Write a story together about saving whales. Collect some magazine or newspaper articles with pictures and share these with students. Collate a class newspaper book making a display of the articles (and photographs) with easy-to-read sentences underneath.

Have students write sample stories to illustrate each concept, for example:

The waves come in.
The waves go out.
The waves rise up.
The waves crash down.
The waves go over the sand.
The waves go under me!
I ride them to shore.

Home/School Link

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

Alphabet letter sounds: a, b, c, d, s, w

Words: Match high-frequency words

Thinking: Put pictures from the story in sequence

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



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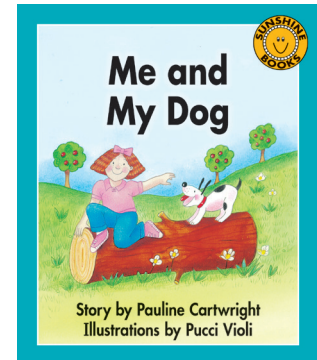
Me and My Dog

The Story

A girl describes all the things she can do most of which her dog can too.

High-frequency Words

has, into, just, me, of



Reading the Text

- Have students look closely at the cover illustration and read the title. Lead them to talk about strategies they can use to help them read the words in the title. Ask: What do you think this book will be about? Who do you think the main characters will be? Who is telling the story? How do you know? (my and me)
- Listen to the story with students. Ask: Why do you think the bold type words are different shapes?
- Discuss the use of prepositions and how they show the relationship of something to a place. (*under* the fence, *through* the tunnel)
- Read the story together. Students use the pen tool to mark the prepositions. They talk about what each means. One student can demonstrate, e.g. I go under my desk.

Returning to the Text

- Have students work independently or in pairs to create their own story maps of *Me and My Dog*. Involve them in a close rereading of the text as the map is developed. They use the map to retell the story in a storytelling circle. Encourage students to use different coloured pens to show the girl's path and the dog's. For help, they can tap the text to hear it read.
- Talk about the opposites in the story. (under/over, into/out)
- Have students read the text on page 16. *My dog just has to sit and wait.* Talk about the use of the word *just*. In this sentence it means *only*. Ask: What does the girl mean by this? (The dog has no choice but to wait.)

Writing

- Rewrite the story, following the same pattern. It could be about a chase where one character has to go under, over, into and up in order to get away.

- Have students write simple sentences using prepositions from the story.

I climb into bed.

I walk through the door.

I dive into the pool.

Home/School Link

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

Alphabet letter sounds: u, f, t, m, h

Words: Match prepositions

Thinking: Make sentences from the story

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



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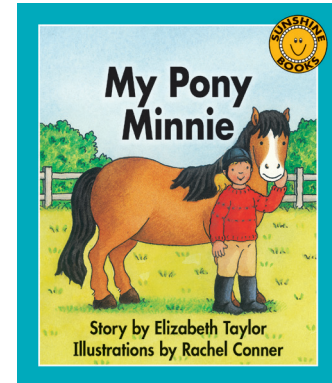
My Pony Minnie

The Story

A girl describes her pony.

High-frequency Words

an, big, has, my, two



Reading the Text

- Listen to the title with students and look at the illustration on the cover. Ask: What do you think this story will be about? Have students share any experiences they have had with ponies? Make a list of what they know about ponies.
- Talk through the illustrations. Have students notice how some words are different (bold, shaped, underlined).
- Listen to the story. Have students listen for the describing words. Discuss how these describing words are called adjectives and they always tell something about a naming word. Encourage them to share ideas about the words. Ask: What do you know about other things that are big, small, fuzzy, strong?
- Read the story together. Students use the pen tool to mark the describing words. They talk about what each means.

Returning to the Text

- Students read the story. They can use the pen tool to draw a line between the describing word and the part of the picture that it describes. Ask: How can you work out the describing words in the story? Are the clues in the pictures? For help, they can tap the text to hear it read.
- Circle the word *fuzzy* on page 6. Students say what letter the word begins with. Work with students to write a list of words that begin with the letter f.
- Students reread the story. Talk about the pattern in the story (My pony has...) and how this is followed by one or two describing words and a naming word.
- Students can use the white text box to label something in the picture with an adjective and a noun, for example, on page 8, soft hay.

Writing

- Support students to rewrite the story, using and shaping words that describe the special physical attributes of their pet, or any other animal they know something about.

Home/School Link

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

Alphabet letter sounds: f, n, l, p, e

Words: Match high-frequency words

Thinking: Match pictures and sentences from the story

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



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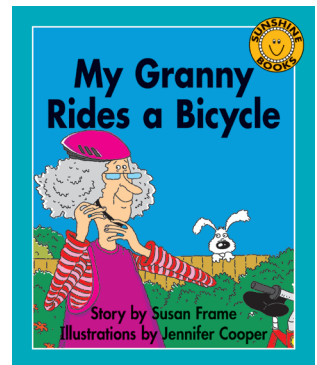
My Granny Rides a Bicycle

The Story

Granny is a bicycle rider but sometimes she doesn't look where she is going.

High-frequency Words

it, like, my, she, up



Reading the Text

- Look at the cover and title page together. Listen to the title. Ask: What do you think this story will be about? Does your granny ride a bicycle? Have students discuss the rules for riding bikes. Talk through the illustrations.
- Listen to the story with students. Talk about what happened. Ask: What sort of granny do you think she is? Do you think she might have an accident? Why?
- Read the story together. Ask: Do you think this is a fun granny? Why? Do you think the story happened all on the same day? Why? (Granny has different clothes on for each page.)
- Have students read the story themselves. They can tap the text to hear it read. Ask: What do you notice about the girl on page 7? (She is pointing out the fountain.) Why was this important to the ending of the story?
- Students retell the story by talking about how the drivers, children and animals responded to granny.

Returning to the Text

- Students reread the text. 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 in the illustrations.
- Discuss the feelings of the characters in the story. Students make a feelings chart about the characters on each page, e.g. the cat on page 3, the grumpy drivers stuck in traffic on page 4, happy children, bewildered sheep.

Writing

- Write an innovation on the story together about another member of a family riding a bike.
My sister rides a bicycle.
She rides it in the sun.
My sister rides a bicycle.
She rides it when I run.

Home/School Link

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

Alphabet letter sounds: g, r, i, x, z

Words: Rhyming words

Thinking: Put the pictures from the story into the correct order

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



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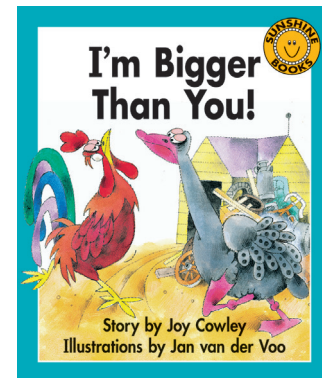
I'm Bigger Than You!

The Story

Rooster and Goose argue about who is the biggest.

High-frequency Words

bigger, biggest, said, same, you



Reading the Text

- Look at the cover and read the title. Students make connections between the words in the title and the cover and title page illustrations. Ask: What do you think the goose and rooster are saying to each other? Why would they be arguing about who is bigger when they are both the same size?
- Look through the illustrations together. Ask: Which character do you think is speaking on this page? What do you think the rooster is saying to the goose? What do you think the goose is saying to the rooster? On page 13 ask students to say what they think will happen next. They confirm their predictions on page 14 and say how they think the story will end.
- Focus on *than*. Say *than* slowly. Ask: What sounds can you hear? Students help write words that begin with th-. (the, this, that, there, their, those) They write some words that rhyme with than. (pan, fan, man) Ask: Which parts of the words change? Which parts stay the same?
- Students read page-by-page, looking carefully at illustrations. Ask: What parts of the story are told in the illustrations?
- Focus on the characters' names. Ask: What clues can you find that the last word on each line is *Goose* or *Rooster*?
- Read the story together. Students practise pointing to each word and matching written and spoken words one-to-one. They read independently using pointing techniques.
- Students reread the text to make sure they can read all the words.

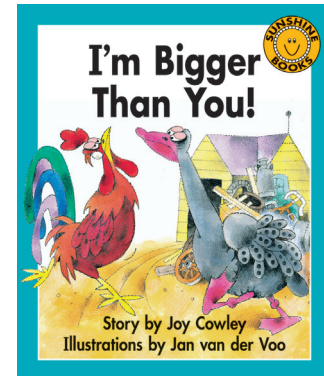
Returning to the Text

- Together talk about the techniques used to read the story. Ask: Where did you begin reading? What did you do when you got to the end of the line? Which part of the word do you point to – the beginning or the end? Look at pages 14–15. Why has *Oops!* been written like this? (bold and with an exclamation mark) How would you read *Oops!*?
- Model the formation of the uppercase O and have students practise writing it in the air.
- Focus on y at the beginning of *you*. Students listen to the sound and learn the letter name. They learn to write the letter using the correct sequence of movements.
- Focus on punctuation. Talk together about the reason for putting a comma after the word *No*. Ask: How do you think we should read *No* at the beginning of each sentence?
- Find the words *bigger* and *biggest* in the story. Work together to list other words that end with -er and -est. Students help construct a chart and find things they can compare.
big/bigger/biggest
long/longer/longest
short/shorter/shortest
large/larger/largest
- Students make their own big/bigger/biggest charts illustrating people in their family, animals or birds.



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Writing

- Write a retelling of the story together.

A goose and a rooster were having an argument about which one was the biggest...

- Write words from the text and punctuation on separate cards. Students construct the text and read it.

- Rewrite the story about other animals that are actually the same size and might have the same silly argument.

“I can eat more than you,” said Hippo.

“No, I can eat more than you,” said Elephant.

- Work together to write stories that compare things.

A bee is bigger than a ladybird.

A butterfly is bigger than a bee.

A bird is bigger than a butterfly.

A plane is much bigger than all of them.

Home/School Link

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

Writing the Alphabet Letter: O

Words: Match the high-frequency words

Thinking: Put pictures from the story into the correct order

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



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The Magic Tree

The Story

The magic man grows a jellybean tree.

High-frequency Words

blue, come, looked, out, yellow

Reading the Text

- Look at the cover and the title page and read the title. Students tell what kind of tree it will be when it grows bigger. Ask: How did the magic man get his seeds? What is he doing on the title page? What do you think he has in his hand? What is lying on the ground at his feet?
- Look through the illustrations together. Ask: What is happening to the sky throughout the story? What do you think the man is saying to the sky? What do seeds need to grow?
- Focus on the letter m in *magic* and *man*. Look at it in words like *come*.
- Read the story together, focusing on punctuation. Teach students the purpose of the full stop, comma, exclamation mark and quotation marks.

Returning to the Text

- *Come Out! Come down!* Ask: What do these words mean? How does the sun come out? Is this the same as a tooth coming out, or a crab coming out of its shell? What else comes out?
- Students make a chart showing setting, character and events. They notice how the character and events change but that the setting remains the same.
- Reread the story with students using punctuation to give meaning to the different situations. Ask: How would you read the part when the man says “Sun! Come out! Come out!”? How would you read the last two sentences on page 8?
- Focus on *looked*. Write *look* on the board. Ask: What letters have been added to *look* to make *looked*? Have students find *looked* in the text. Ask: What other word has -ed been added to? (plant/planted on page 2) How does this change the meaning of the word? (It happened in the past.)
- Discuss how there are other verbs (doing words) in this story that you can’t add -ed to make the past tense. (grow/grew, come/came, have/had) Explain that these are irregular verbs. Students make a chart with verbs that end in -ed and those that do not.

Writing

- Reread the story and ask students: if you were a magic person, what would you do? Students illustrate a page and write a story using pages 3 and 5 as examples.

I looked up at the sky.

“Moon!” I said.

“Come out! Come out!”

- Have students write a sequence story about what the magic man did before he grew a magic tree.
- Students could write their own stories about magic trees. Ask: What does a magic tree look like when it grows? What makes it magic?
- Model the formation of the uppercase P and have students practise writing it in the air.

Home/School Link

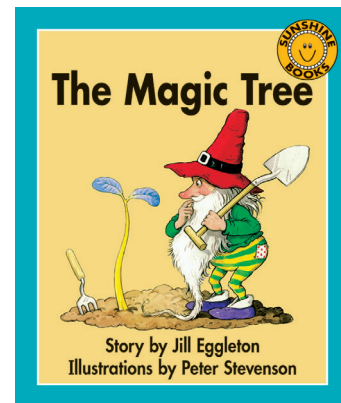
Have students access the story at home and re-read it. They can then complete the interactive activities:

Writing the Alphabet Letter: P

Words: Match the high-frequency words

Thinking: Make sentences from the story

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





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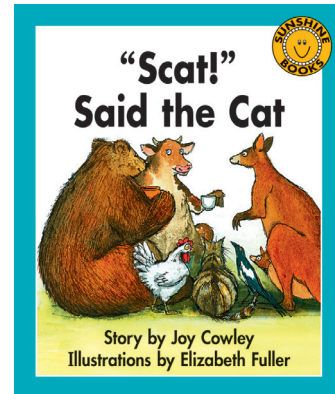
“Scat!” Said the Cat

The Story

The animals ask questions.

High-frequency Words

said, when, where, who, why



Reading the Text

- Look at the cover. Ask: What are the animals doing? What animals can you name in the picture?
- Listen to the title. Ask: What does “Scat!” mean? Why might the cat tell the other animals to scat?
- Look at the title page. Ask: How do you think the cat is feeling? What does the look in its eye tell us? Is it afraid?
- Talk through the illustrations. Students say what they think is happening and what the text might say. Ask: What is happening on the last page? Why are the animals running away?
- Stretch the sounds in *cat* and *scat* as you read the title. Ask: What do you notice about the sounds in the words? What is the difference between *scat* and *cat*? What sound has been dropped? What do you think would happen if you dropped the /c/ sound at the beginning of *cat*? What word is left? Have students think of other words they know that belong to the -at word family? List the words. Students help spell the words as you stretch the sounds.
- Listen to the story with students. Read the story, pausing for students to join in with the rhyming words. Use these questions to elicit understanding of the story. Ask: Why did the cat say “Scat!” at the beginning of the story? Have your ideas changed now that you have read the story? What happened at the end of the story? How does the beginning of the story link with the end? How do you know the other animals didn’t know a storm was coming? How do you think the cat knew a storm was on the way? What do you notice about the sky in the illustrations? What happens to the sky when a storm is coming?
- Have students name the punctuation marks on the pages with the cat and the weatherman. Talk about the use of exclamation marks.
- Students read the story independently or with a partner.

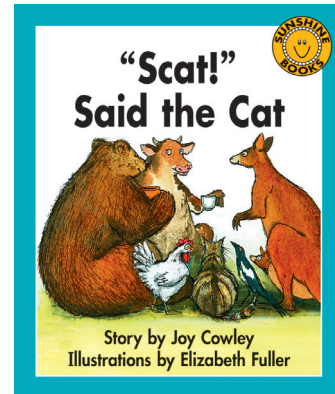
Returning to the Text

- Talk about the weatherman on page 8. Share ideas about how people predict the weather. Have students share their knowledge about how their pets are affected by weather.
- Reread the story. Talk about the use of rhyming words. Ask: What do you notice about the pattern? Where are the rhyming words? List the rhyming words. Students think of other words with the same or similar sounds and list these.
- Write up words beginning with the sc- blend. Teach students that this is a blend of the two letters s and c. Ask: What sound does the blend make? What other words can you think of that begin with sc-? List the words. Students make a sc- word bank.
- Reread the story. Ask: What did the cat do? (He told the other animals to do something.) What did the other animals in the story do? (They asked questions.) What do you think the weatherman did? Students reread the story to find the questions. List the words that ask questions as students read them. Talk about the use of question marks. Students brainstorm questions about the story using the words where, when, why, who, how.



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Writing

- Work with students to write a new story, incorporating these words.

“Drat!” said the cat.

“There, there,” said the bear.

You could help the students think of new pairs of rhyming words.

- Play the “Who, What, Where, When” game. Make a set of cards with different statements.

The cat climbed the tree.

The bear ate the honey.

Make another set of cards with question words: who, what, where, when, why, how. Give a question card to each student. Read a statement from the first set of cards aloud together.

Each student has a turn to hold up their card, ask the question and answer it.

- Perform the story as a simple play. A group of students clap and chant the story, while other students act out the animal parts. They improvise movements.
- Model the formation of the uppercase Q and have students practise writing it 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: Q

Words: Match high-frequency words

Thinking: Put pictures and sentences from the story into the correct order

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



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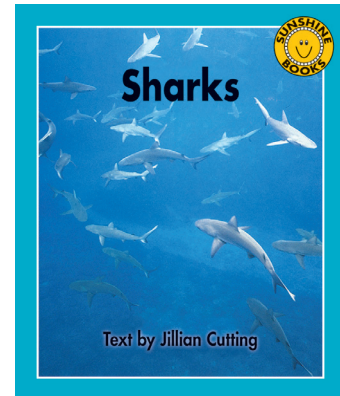
Sharks

The Story

Different sharks and some facts about them

High-frequency Words

great, have, little, there, this



Reading the Text

- Introduce the book by having students discuss their feelings about sharks. Talk about sharks and have students ask questions. Record these questions.
- Look at the cover and have students tell what the book might be about.
- Listen to the book together. Ask: Were your predictions about the book correct? What facts did you know before reading this book?
- Ask students whether this is a fiction or non-fiction book. Ask: How do you know? (contents page, photographs, real subjects)
- Read the text together.

Returning to the Text

- Reread the text, pausing before the adjective that describes or names each shark. Students read the book independently to note and read words that describe or name the sharks.
- 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 letter blend sh- in *shark*. Students think of other words they know that begin with this sound. (shop, shoe, shirt, short)
- Discuss how to make plural words. Ask: How do we usually make a word plural? (add an s) Have students find words in the book and list their singular and plural forms on a chart.

Writing

- Have students make a picture of their favourite shark in the book. Cut the shark pictures out and sort them onto a visual chart. Together write labels for the sharks.
There are many different sharks.
There are hammerhead sharks.
There are tiger sharks.
- Have students write down all they know about sharks, using the information in the book and from their discussions earlier.
All I know about sharks
Sharks are big and little.
Sharks eat fish.
Sharks have teeth.
- Students can make a comparison chart of sea creatures in a chart with Small, Medium and Large in the columns. (prawn, snapper, shark)
- Model the formation of the uppercase R and have students practise writing it 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: R

Words: Match the high-frequency words

Thinking: Match the sentences to 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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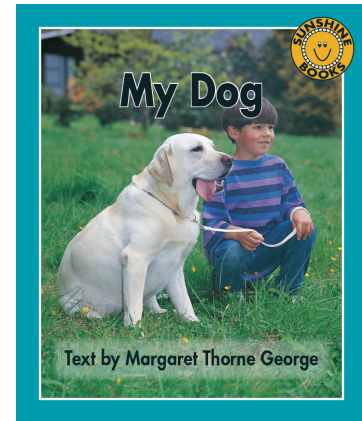
My Dog

The Story

A boy's visual record of his dog

High-frequency Words

big, his, likes, me, my



Reading the Text

- Discuss students' pets and what they like to do.
- Look at the cover. Ask: What can you see? What do you think the book is going to be about? Can anyone read the title of the book? Read out the author's name.
- Go to the title page and read the title. Ask: What is the dog doing in the photograph? Discuss the Contents. Ask: How does this help us know what the story is about?
- Ask: What do you know about dogs? What would you expect to find in a book about dogs? What do they think the author needed to know to write *My Dog*? How would the author get the information needed to write a book like this?
- Go to pages 2–3. Ask: What do you notice about these pages? (photographs and drawings) Who do you think is telling us about the dog? What might the boy say? What is the dog doing? Can you see any words in the text that you know? Point to them.
- Go to pages 4 and 5. Ask: What is happening in these pictures? What might the boy say now? What words can you see that were repeated on previous pages?
- Continue through the story. On page 16, ask: What is happening in the photograph? What might the boy say now? Can you point to a word that tells us about the size of the ice creams?
- Have students read the text independently. Provide support where needed.

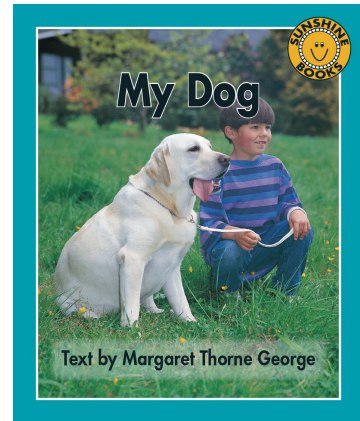
Returning to the Text

- Reread the story together. Ask questions to elicit students' understanding of the story. Ask: Why do you think the story was written? Who do you think is telling the story? What are the important events in the story? How were the events developed? Who is involved in the story and what feelings do you associate with those characters?
- Lead students to notice how information can be gained from reading non-fiction books like *My Dog* in different ways. For example, think about the title, read the illustrations, look closely at photographs and written text.
- Talk about diaries with students. Ask: What is a diary? Who can write one? Why? When? What sort of things do you write in a diary? Encourage students to discover that anyone can write a diary. You can write about everyday or special events; you can write about your feelings; you can include almost anything in a diary (photographs, pictures, maps, lists). Remind students that a diary is always private.
- Students find the word *playing* on page 4. They listen as you read the word, stretching the /pl/ sounds. Write up *playing* and read it together. Students tell you more words they know that start with the blend pl-. Write them on a pl- word web for students to illustrate.
- Repeat this procedure for other words with letter blends: sw- (*swimming*), cr- (*crunching*), dr- (*drinking*), sl- (*sleeping*).
- Students reread the story and write a list of all the things the dog in the story does and the order they happened. They illustrate them on their list. They think about who, what, where and how.



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Writing

- Work together to rewrite *My Dog* in the first person. (I like playing with the boy's ball.) Students write sentences and draw pictures to make a class big book.
- Model writing a diary. Work with students to write a diary for each day of a week. Every day write a page together about what happened the day before. Then they write their own diary page and illustrate it. They give their diary a title.
- Model the formation of the uppercase S and have students practise writing it 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: S

Words: Match verbs from the story

Thinking: Complete 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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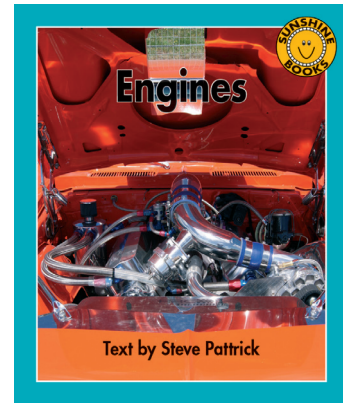
Engines

The Story

The different engines that help us move

High-frequency Words

can, four, has, have, very



Reading the Text

- Look at the cover. Ask: What sort of book is this going to be? (non-fiction) How do you know? What can you see in the photograph? Does anyone know the title of the book? Which part of the car can we see up close? Read the title as a group and then read the author's name.
- Students make a list of things they know that have an engine.
- Look at the title page. Ask: What can you see in this photograph? Reread the title.
- Go to pages 2 and 3. Talk about the photographs. Ask: What can you see in the photos? Point to the words *racing car*. What sort of engines do racing cars have? Ask students to point to the caption. Can anyone tell us what a caption is? Discuss how captions tell us what is in the photograph.
- Go to pages 4 and 5. Ask: What can you see in the photographs? Can anyone point to the words that tell us what is in the photo on page 5? Ask students to point to the caption.
- Repeat this procedure for pages 6–13.
- On pages 14 and 15, ask: What can you see in this photograph? What sort of engine does it have? Point to the word *electric*. Discuss the train and point out the words.
- Go to page 16. Look at the photograph. Read the sentences together.
- Have students read the text independently. Provide support where needed.

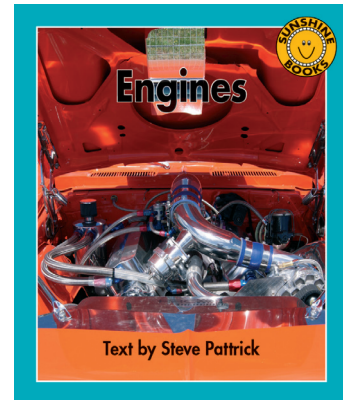
Returning to the Text

- In a close reading of *Engines* explore the factual information and focus on the way it has been presented. Lead students to discover that report writing strategies have been used to present general information followed by specific factual information.
- Together look carefully at how the words and pictures work together to give us information in *Engines*. Talk about non-fiction topics related to power and movement that students might like to write about (bikes, wheels, skates, feet).
- Students find the word *This* on page 2. Write up the word and read it together. Ask: What letters make the /th/ sound at the beginning? Can students find a word on page 3 that starts with the same sound? (*The*) Students suggest other words they know that start with th-. Write them on a list together.
- Model the formation of the uppercase T and have students practise writing it in the air.
- Have students go through the book and read the labels in the photographs by themselves. They reread as a group.



SUNSHINE CLASSICS

Teaching Notes Level 6



Writing

- Write a big book together about engines. Students write adjectives in ways that illustrate their meanings. (the long train, the big bus)
- Students reread the book and work together to complete, with illustrations and text, a “What We Discovered” chart.
- Make a class dictionary using the language from the book. Students list the descriptive language and illustrate their dictionary entries (a very fast engine, a very big engine and so on).

Home/School Link

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

Writing the Alphabet Letter: T

Words: Match the high-frequency words

Thinking: Make words from the story using initial letters

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