



# SUNSHINE CLASSICS

## Teaching Notes Level 7

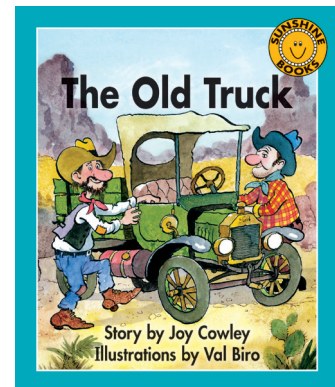
### The Old Truck

#### The Story

Tom and Bill find out why some parts of a truck are essential.

#### High-frequency Words

came, off, then, went, yes



#### 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 trucks? What is a mudguard for? What is a mirror for? What role do you think the two men 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 Tom and Bill responded when parts fell off the truck. Talk about the order in which the parts fell off. Did they notice the pattern of the story?
- Read the story together. Ask: Why was it serious if a steering wheel comes off? Can you drive a truck without a steering wheel?

#### Returning to the Text

- Have students read the story again. For help, they can tap the text to hear it read. Ask: What questions would you ask the author if she was here? What would you say? Who was the most important character? Why? How did Joy Cowley make sure you knew who the most important character was? Where did the story take place? What are the things that tell you?
- Talk about how the illustrator gives us clues to the characters. Have students look through the story to see how the artist brings Tom's mood change from self-satisfaction to horror when the steering wheel came off in his hands.

#### Writing

- Talk about how some books have chapters, where the text is divided into smaller sections. Have students rewrite *The Old Truck* in chapters. Discuss how it would be structured – how would it look. Give them time to reread the story and to work out a way. For example:

- (1) Tom and Bill went for a ride in an old truck.
- (2) The spare wheel came off.  
The mirror came off.  
The mudguard came off.
- (3) Then...!

The final working out could be done in a class shared writing session.

#### Home/School Link

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

Alphabet letter sounds: y, j, q, v, o

Words: Label the pictures

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.



# SUNSHINE CLASSICS

## Teaching Notes Level 7

### The Flea Market

#### The Story

A man, a woman and a dog go to the flea market. They all get something there.

#### High-frequency Words

get, go, had, his, what

#### Reading the Text

- Have students look closely at the cover and title page illustrations and read the title. Lead them to talk about strategies they can use to help them read the words in the title. Talk about what letter sounds make the letter blend fl- in *flea*. Have students think of other words beginning with fl- (fly, flap, flash)

Ask: What do you think this book will be about? Which character appears on both the cover and the title page? (the dog)? Has anyone ever been to a market like this? Why do you think it is called a flea market?

- Talk through the illustrations. Ask: Where do the man and the woman put their bags? Why do you think this is important? Does the dog have anything on its back?

- Listen to the story with students. The students can look at the way Joy Cowley begins the story. *The man went to the flea market.* Ask: Do you think this is a good way to start a story – introducing a character and a setting?

- Read the story together. On page 7, have students work out how to read the word *hoppitty*. Ask: Is this a real word or one the author has made up? Why do you think she used such a word to describe the flea? Students use the pen tool to mark the syllables in the word.

#### Returning to the Text

- Students read the story again to describe the pattern in the story. Ask: Does this make the story easy to read? Why? For help, they can tap the text to hear it read.
- Have students share examples of how they like to begin stories. Ask: How else might the author have begun this story? Write down students' ideas for story beginnings. Highlight these beginnings on a class chart "Special Ways to Begin Stories". Add to the chart as more stories are read and their beginnings noted. Students will begin to notice story beginnings everywhere and will develop ideas about the importance of story beginnings in their own writing.

#### Writing

- Collect students' experiences of fairs, shows and flea markets. Ask: What would you get if you went to the flea market? Have fun thinking of catchy titles!

- With the class, rewrite the story using students' names in the class, for example:

Anne went to the flea market.

She had money in her pocket.

What did she get?

She got some shoes, some high-heeled shoes!

She got some shoes to go on her feet.

#### Home/School Link

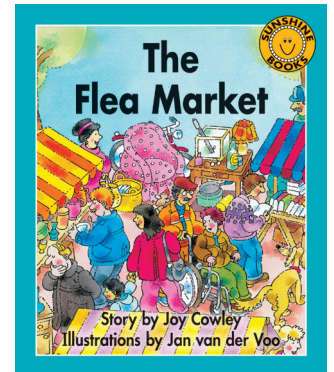
Have students access the story at home and re-read it. They can then complete the interactive activities:

Alphabet letter sounds: f, m, h, w, p

Words: Make words from the blend fl-

Thinking: Make sentences from the story

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





# SUNSHINE CLASSICS

## Teaching Notes Level 7

### Going to Lucy's House

#### The Story

Hannah imagines all the ways she could get to Lucy's house quickly.

#### High-frequency Words

but, going, had, have, or

#### Reading the Text

- Look at the cover together and talk about the illustration. Ask: Can anyone read the title? What do you think the book will be about? How might the girl get to Lucy's house? Talk about going to visit a friend's house. How do you feel when you are going to play at someone's house? How do you get there?
- Turn to the title page. Reread the title together. Ask: What do you think the girl is doing? Look at pages 2 and 3. What is happening in the pictures? Can you see the girls' names? Ask students to point to them. What do you think Hannah is wishing for? Point to the word *bike*. How many times can you see the word *bike* on page 2?
- Talk through the illustrations and have students tell what Hannah is wishing for and identify initial letters. Ask: What letter does *bike* begin with? Students get their mouths ready for the sound.
- On pages 14 and 15, ask: What is happening in the picture? Can you see a word that tells us who the woman is in the picture? What might Mum say to Hannah? Can you see any words on this page that we have seen before in this story?
- Listen to the text. Students can tap the text to hear it read.
- Students read the text independently and note what Lucy wished for. Provide support where needed.

#### Returning to the Text

- Recall what Lucy wished for. Have students think about the word *wish*. Ask: What does it mean to you? When have you heard people use the word? When do you use it? What feelings do you associate with the word *wish*?
- Reread the story with students. Lead them to notice the way in which the author repeats key words in the written text on pages 14-15. Explore with them ideas about an author's purpose in structuring a written text in this way.
- Have students work in pairs to reread the story and ask them to select parts of the story to mime. One student in the pair mimes a part of the story for the other to guess.

#### Writing

- Have each student draw a picture of an important event in the story. Support them to write a caption for it. They work with a friend to retell the story. Encourage them to think and share ideas about where their picture fits in. Mount the pictures and involve students in arranging their pictures in sequence.

#### Home/School Link

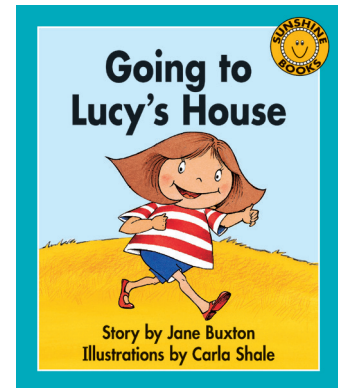
Have students access the story at home and re-read it. They can then complete the interactive activities:

Initial letter sounds: g, r, l, h, i

Words: Match initial letters to 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 7

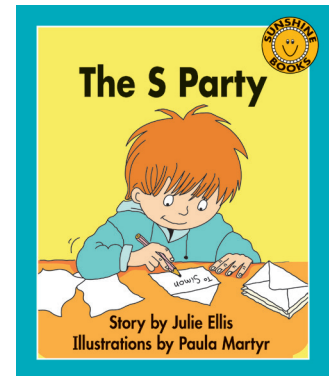
### The S Party

#### The Story

Sam is having a sixth birthday party and his friends are dressing up for it.

#### High-frequency Words

as, at, come, said, will



#### Reading the Text

- Look at the cover and title page. Listen to the title. Ask: What do you think this story will be about? Talk through the illustrations to see if students' ideas were right. Have any of them been to a fancy dress party? What did they go as?
- Listen to the story with students. Talk about the letter s and why so many words in the story begin with s.
- Have students read the story. They can tap the text to hear it read. Ask: What strategies did you use for reading the words? Did you notice how two words on each page begin with the same letter blend? (snowman/snorkel, scarecrow/scarf) Did this help you?

#### Returning to the Text

- Have students work independently or in pairs to create a chart listing the presents Sam gets at his party and the children who gave them.
- Students reread the story and use the pen tool to mark all the words that begin with the letter s. They can use one colour for lowercase s and another for uppercase S. Ask: Why do some words start with the uppercase S? (days of the week, proper names)
- Go to page 6 and discuss the sounds that make st-. Have students think of words that begin with st-.
- Discuss the use of contractions in the story. (I will/I'll) Ask: What letters are left out? Why do we use contractions? Can you tell me other words that are contractions?
- Have students use the white text box to innovate on the text with words beginning with the same letter blend, for example, on page 2, "I will go as a skateboarder."

#### Writing

- Discuss the punctuation in the story. Together rewrite the story, following the same pattern, using the punctuation marks.  
"I will go as a crocodile. I'll give Cody some crackers," said Carol.  
"I will go as a clown. I'll give Cody some clothes," said Colin.

#### Home/School Link

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

Initial letter sounds: l, a, b, p, s

Words: Make words using the letter blend st-

Thinking: Insert punctuation

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



# SUNSHINE CLASSICS

## Teaching Notes Level 7

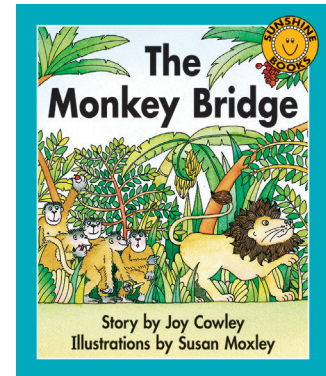
### The Monkey Bridge

#### The Story

Five monkeys help the lion cross the river.

#### High-frequency Words

five, into, make, over, went



#### Reading the Text

- Read the title and look at cover and title page. Students make connections between the meaning of the words in the title and what is happening in the pictures to say what they think will happen in the story.
- Look at the illustrations. On pages 2 and 3, students decide what the lion is saying and what might happen next.
- Students say what is happening on pages 4–9. They predict events and count the monkeys. Ask: What will happen when the lion goes over the monkey bridge? On page 12 ask, What will happen next? Students go to the next page and check their predictions. Ask: Which monkey sneezed? What made the monkey sneeze? How will the story end? On page 16, how do you think the lion is feeling?
- Read the story with students. On page 2 ask: What do you think the words on this page say? How would you read what the lion is saying?
- Read pages 4–7. Ask: How does knowing the story on page 4 help you read the next pages? Students notice the change of pattern on pages 8–9. Ask: Why it is still easy to read? How do you know these words?
- On page 11 students decide how the monkeys would speak to the lion and read the words the monkeys say.
- Ask: How would you read the words for the monkey's sneeze on pages 14–15? How would you read the end of the story?
- Students read the story independently or with a partner.

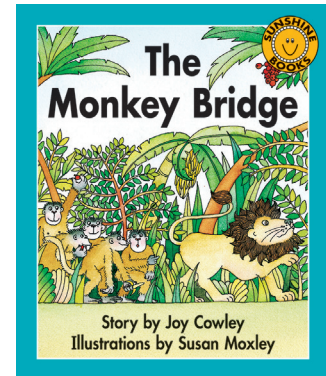
#### Returning to the Text

- Have students answer questions about the text. They read parts of the text and point out details in the illustrations to help them answer these questions. Who wanted the bridge? Why? How did he ask? How do you think the monkeys felt? How did they make the bridge? Do you think their plan for making a bridge was a good one? How did you feel when the monkey sneezed? How did the monkeys feel at the end of the story? Is that how you would have felt?
- Reread the story. Ask: Which monkey went over? How many more monkeys will go over the river?
- Students listen to the sounds in *went*. They listen as you say *went* slowly. They name the initial letter and the sound that follows. Students suggest other words in the -ent word family and make an -ent word web. (went, sent, bent, tent)
- Students listen to the sound at the beginning of *monkey*. They name the letter and practise writing m. Ask: What other words have the same letter and sound at the beginning?
- Go to page 7. Ask: Why has *Number* been written with a capital N at the beginning of the sentence and a small n in the middle of the sentence?
- Students use the text to practise writing the number words. They tell before/after/in between stories. For example, Number one monkey went over before number two monkey.



# SUNSHINE CLASSICS

## Teaching Notes Level 7



### Writing

- Write a new story using the same sentence structure.

“Make me a bridge!” cried the deer.

Number one turtle went into the river.

- Students rewrite the sentences using pictures in place of the content words.
- Work together to write a retelling of the story using ordinal numbers.

The first monkey went over the river.

The second monkey went over the river.

- Model the formation of the uppercase U 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: U

Words: Match the number words to the pictures

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

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





# SUNSHINE CLASSICS

## Teaching Notes Level 7

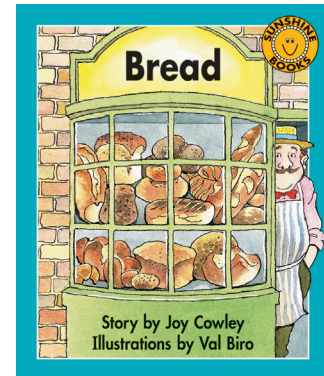
### Bread

#### The Story

The twins go to buy bread but they share it on the way home.

#### High-frequency Words

get, have, Mum, some, where



#### Reading the Text

- Students look at the cover illustration. Ask: What do you think the word for the title says? What clues can you use to work it out?
- Look at the title page. Students identify the characters. They link ideas on the cover and title page to say what they think will happen next. If they use the information on the cover and title page, what guesses can they make about the story?
- On page 2, students listen to the sounds in *get*. Ask: What sounds do you hear? They tell you other words that rhyme with *get*. (wet, bet, jet, let, net, pet, set, met, yet)
- On page 4, students identify the sounds in *got*. Ask: What letters will we use to write *got*? Can we write other words that rhyme with *got*? Write up the words *get* and *got*. Students look at the differences and similarities.
- Look through the pictures together. Ask students to say what they think will happen next before you turn each page. They tell what clues the illustrator gives.
- On page 15 students say how they think the story will end. Ask: Who is the new character? Why do you think he is in this illustration? What do you think he will do?
- Have students read independently and say what clues they used to work out words. Ask: Why was it easy to read pages 8, 10 and 12 when you had read page 6? How did the illustrator or author help you read?
- Read the story together. Students recall who came first, next and so on.

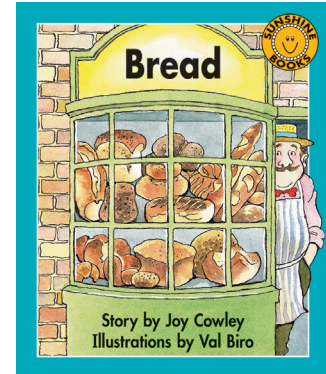
#### Returning to the Text

- Focus on full stops, the question mark and exclamation mark. Ask: How will you read the sentences that end with a full stop? How will you use the question mark on page 14 to help you read what Mum said? How will you use the exclamation mark on page 16? Why do the sentences start with a capital letter?
- Focus on the sound at the beginning of *bread*. Students listen to the word and name the letters. Ask: What other words begin like *bread*? Students write and illustrate br- word family dictionaries.
- Focus on high-frequency words. Play spelling games. Say the words for students to spell. Say the words by stretching the sounds.



# SUNSHINE CLASSICS

## Teaching Notes Level 7



### Writing

- Students draw pictures on a Beginning/Middle/End Chart to show what happened. They write captions for each part.
- Mum asked the twins to get the bread.
- They gave the bread to some hungry animals.
- Mum wanted to know where the bread was.
- Dad pointed to the animals.
- Write an innovation on the story together. Replace the bread with other food and include different hungry characters.
- Students write and illustrate their own stories about times they have gone shopping.
- Students find out about making bread and help write a “how to” text. They can illustrate the ingredients and number the steps in the instructions.
- Model the formation of the uppercase V 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: V

Words: Make four words beginning with the letter blend br-

Thinking: Make sentences from the story

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





# SUNSHINE CLASSICS

## Teaching Notes Level 7

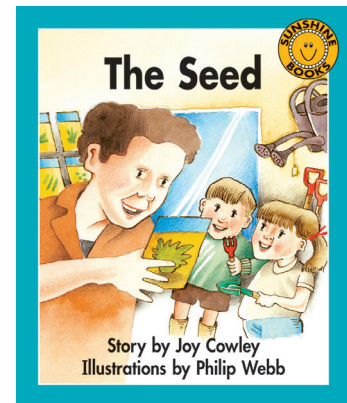
### The Seed

#### The Story

Annie and Bobby plant a seed and watch it grow.

#### High-frequency Words

but, going, grow, they, this



#### Reading the Text

- Read the title together. Students look at the cover and title page for clues about the story. Ask: Who is going to be in the story? What will they do? What could happen?
- Talk about planting seeds. Ask: How do you plant a seed? What happens? Do you think some of the same things will happen in this story? How will we find out?
- Walk through the pictures together, using words students will read in the text. On pages 2–7 ask: What are they doing? Is the seed growing? Why not? On pages 8–11 ask, What do you think they are saying to each other? On page 12 ask, What are they doing now? Why? On page 14 ask, What do you think Dad is saying to the children? How will the story end?
- Students listen to *grow*. Give them clues that lead them to give other words that rhyme. This is something you do with a ball (throw). If you can answer a question it is about something you... (know). You stretch up high, you bend down... (low). Another word that means you plant something... (sow).
- Have students read the text for themselves, then say what they did to work out words and sentences. Ask: How did the picture(s) help you? How did remembering what we talked about help? How does looking at the beginning of words help? How does it help you to know some words like *and*, *said*, *a*, *to*, *not*, *it*?

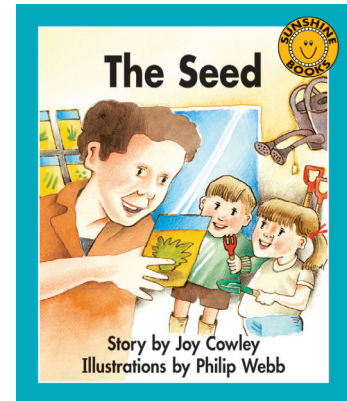
#### Returning to the Text

- Reread the text focusing on the punctuation. Students learn the purpose and placement of quotation marks for dialogue. They read the words the characters say, using appropriate intonation.
  - Focus on capital letters at the beginning of sentences and full stops at the end. Reread the text together, noticing where the sentences begin and end.
  - Look at the exclamation mark on pages 14 and 16. Ask: How would you read this sentence?
  - Focus on contractions. Ask: Why did Joy Cowley write *didn't* instead of *did not*? Why did she write *it's* instead of *it is*? Would you say, "It's not going to grow" or "It is not going to grow"?
- Students make a chart of contractions.



# SUNSHINE CLASSICS

## Teaching Notes Level 7



### Writing

- Students use the base words to build words that end with -s, -ing, -ed. Write new versions of the text using different forms.

Annie and Bobbie are planting a seed.

Annie plants a seed.

Annie and Bobbie plant a seed.

- Talk about all the things that plants need in order to grow. Students use words and ideas in the text to write and illustrate their own books about planting a seed.

The soil. The compost. The seed. The water. The light. The plant.

- Support students to write a recount.

The children planted a seed. They watered it.

It didn't grow. They raked it. It didn't grow.

They went away and forgot about it.

Then it grew into a watermelon.

- Model the formation of the uppercase W 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: W

Words: Match the high-frequency words

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

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



# SUNSHINE CLASSICS

## Teaching Notes Level 7

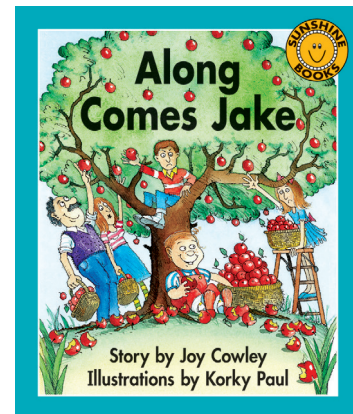
### Along Comes Jake

#### The Story

A small boy wants to help with the family chores.

#### High-frequency Words

along, comes, helps, then, with



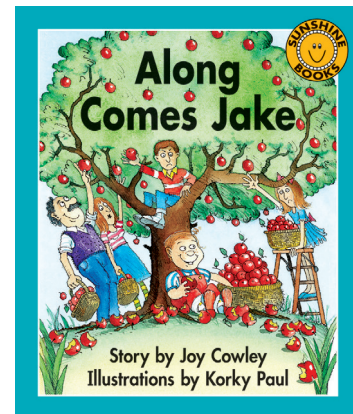
#### Reading the Text

- Ask the students about the responsibilities they have at home. Ask: What do you do to help? What do other people in the family do? Why do we do these things?
  - Read the title to students. They look at the cover and title page and identify Jake. Ask: What are these characters doing? Why are they doing these things? What is Jake doing? Why? How do the other characters feel about what Jake is doing? How does Jake feel?
  - Students predict other household chores that might be included in the story and say what they think Jake will do when he comes along. Make a prediction chart using their ideas.
  - Students look closely at the detail in the illustrations. Ask: What can you say about the illustrations? I wonder where the illustrator got his ideas from? Who is helping and who is being helped in each picture?
  - Listen to the story with students. Then discuss how much of the story is told in the illustrations and how much in the text.
  - Students read the story with a partner. They share the way they did this with the group. Ask: Show me how you and your partner read together. How did you get started? What did you do when you got to the end? What were your favourite parts?
  - Ask students questions about the story. Ask: Who helps Mum with the painting? What did Jake do? Students make a chart about what the characters do to help.
- 
- Focus on the capital letter at the beginning of sentences. Have students give reasons. Explore common uses of capitalisation with students (people's names, titles such as Mr or Mrs, headings, book titles). Students look through the story to find examples of capitalisation.



# SUNSHINE CLASSICS

## Teaching Notes Level 7



### Returning to the Text

- Students reread the story. They tell how the repetitive language helped them read. Ask: What other clues did the author give you to work out the words that change on each page? Have them read and give examples from the text. They chant the text in unison.
- Focus on *help*. Ask: What does *help* mean? Write the word *help* on the board. Students name the letters used to make helps, helped, helping.
- Focus on *Jake*. Give students cards with separate letters w, r, f, b, t, c, m, l written on them. They write new words that rhyme with *Jake*. Ask: Who has the letter that will help us write wake?
- Say the word *along* slowly. Have students help write other words that rhyme with *along*. (song, gong, long)
- Students say how they think Joy Cowley got the idea for writing a book like this. They talk about other favourite books and say where the author's ideas may have come from.

### Writing

- Rewrite sentences from the story to create different versions of the text.  
Ben is helping Anne with the bed.  
Ben helped Mum with the painting.  
Ben will help Anne with the bed.
- Students keep a diary of what they do to help at home. They draw themselves helping to do something.
- Model the formation of the uppercase X 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: X

Words: Match words to the pictures by choosing the initial letters

Thinking: Complete 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 7

### Goodbye, Lucy

#### The Story

A girl forgets some important things as she leaves for school.

#### High-frequency Words

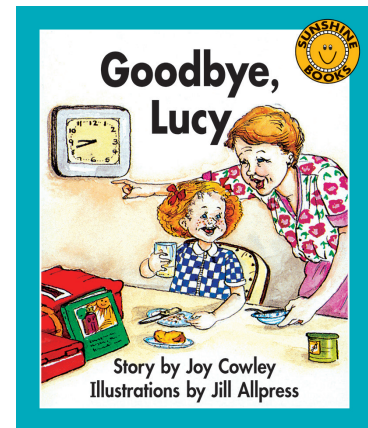
got, here, know, what, your

#### Reading the Text

- Talk about what students do to get ready for school in the morning. Ask: Who helps you? Do you ever forget anything?
- Look at the cover. Ask: What can we find out about the characters in this story when we look at the cover? What is the girl doing? Where are they? What time of day is it? Why do you think the mother is pointing to the clock? What do you think she is saying to the girl? What do you think will happen next? Students identify clues on the cover that they used to answer the questions.
- Go to the title page. Ask: What is happening on the title page? What might happen next?
- Students use their knowledge of the initial letters G and L to work out the title. Ask: What do you say when you are leaving for school?
- Read the story together page-by-page. Ask students to tell what the characters are saying on pages 2–9. Ask: On page 9 what do you think will happen next? What is Lucy thinking and saying on page 10? What has she forgotten? What clues can you see?
- Review what has happened so far together.  
Lucy has her bag, her book and her lunch.  
What else could she have forgotten?
- Have students predict what will happen at the end and give reasons.
- Students reread the story independently or with a partner.

#### Returning to the Text

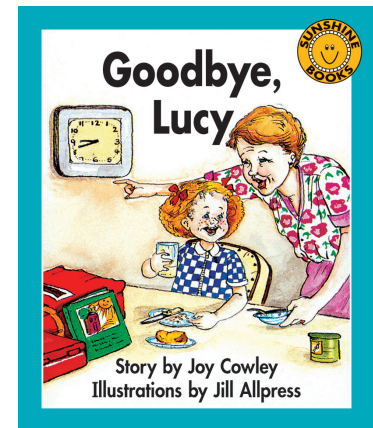
- Students use the illustrations to retell the story. Ask: What do you notice about the writing?
- Teach the term speech bubble. Ask: Why do you think speech bubbles are used to tell a story or part of a story? Have you seen speech bubbles in other books?
- Focus on *you've*. Ask: What can you say about this word? What is it short for? (you have) Can you think of other contractions?
- Students listen to the sounds in *got*. Ask: How many sounds can you hear? What are they? What letters would you use to show those sounds? Students help write other words that rhyme with *got*. Ask: Which letters change to make new words?
- Focus on *my*. Students help write why, by, cry, dry, fly, shy, spy, try.





# SUNSHINE CLASSICS

## Teaching Notes Level 7



### Writing

- Ask students to look carefully at how the speech bubbles are used in the story. They draw pictures of themselves saying something in a speech bubble, such as what they say to their mum or dad when they come home from school.

- Make class books of self-portraits with speech bubbles that answer different questions.

What do you say to your friend when you see her/him?

What do you say to your teacher?

- Students help write the sequence of events in the story.

Mum says goodbye to Lucy.

Lucy comes back because she forgot her book.

Mum says goodbye again.

Lucy comes back because she forgot her lunch.

Mum says goodbye again.

Lucy comes back because she forgot her goodbye hug.

Students illustrate each event for a wall story.

- Model the formation of the uppercase Y 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: Y

Words: Match the correct word to the picture

Thinking: Complete 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 7

### There's No One Like Me!

#### The Story

A girl discovers that she is special.

#### High-frequency Words

does, just, like, look, not

#### Reading the Text

- Introduce the story by passing a mirror around and asking every child to look in it. Discuss how every person is unique.
- Look at the cover. Ask: What is the girl doing? Can anyone read the title or words in the title? Read it together. Read the author's and illustrator's names to students.
- Discuss what is happening in the picture on the title page. Reread the title as a group.
- Go to page 2. Ask: What can you see in the picture? What is a baby duck called? Can you point to the word in the sentence? Does it look like its mother? Read the sentence together.
- Go to page 3. Ask: What can you see in this picture? Point to the word *puppy*. Does the puppy look like its parent? Repeat the procedure for pages 4–9.
- On page 10, ask: What can you see? Point to the word *tadpole*. Does the tadpole look like its parent? Is this the same sentence pattern as before? Which words are different? Point to the words *does not*. Repeat for pages 12 and 13.
- Go to pages 14 and 15. Ask: What is happening in the picture? What might the girl say to her dad? What might she be saying on page 16? Point to the word *special*.
- Have students read the text independently. Provide support if needed.

#### Returning to the Text

- Students reread the text and then retell the story from memory.
- Have students tell the initial sound of the words *look* and *like*. Have them say each word slowly, stretching the l at the beginning.
- Students point to the capital L at the beginning of *Look* in each sentence. They practise writing upper and lowercase Ll. They think of more words starting with l. Write the words and read them together.
- Students find the word *look* on page 14. They read it aloud, listening to the -ook sound at the end. Ask: What other words do you know that rhyme with *look*? Write them on an -ook word family web for students to illustrate.
- Students point to the exclamation mark on page 16. They read the words to show that they understand how it tells us how to read that sentence.

#### Writing

- Students make drawings of animals and their babies. They create a wall display linking pictures of the animals and their young. They write the words on the display. Encourage the students to refer back to the book as they draw and write.
- Model the formation of the uppercase Z 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: Z

Words: Match the nouns naming the animals and their babies

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.

