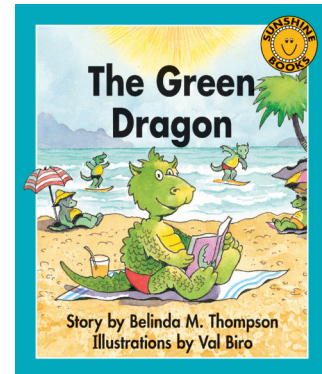




SUNSHINE CLASSICS

Teaching Notes Level 9



The Green Dragon

The Story

The dragon doesn't take any notice of suggestions about covering up and turns into a different-coloured dragon.

High-frequency Words

him, his, said, want, you

Reading the Text

- Have students look at the cover and listen to the title. Ask: What two sounds make the dr- in *dragon*? Have students think of and write other words that begin with dr-.
- Look at the illustration and ask: What do you think the green dragon should be doing? (covering up). What are the other dragons doing? Ask students to tell what they do so they don't get burnt before they go out in the sun.
- Read the title page. Ask: What season might this story be written about? Have them suggest why they think it is summer.
- Listen to the story together. Ask: Why are the other characters giving the dragon this advice? Make a chart of what the dragon should have done to have "sun sense". (hat, shade, cover up, sunscreen)
- Read the story with students. Have them clap their hands each time they hear a word beginning with /s/. (sat, sun, suit, silly)
- Look at the picture on pages 8-9. Ask: What happened to the dragon? How does he feel? What clues has the illustrator given you? Find the words in the text that tell you how he felt.

Returning to the Text

- Students look at page 4. Ask: What did the queen say to the dragon? What punctuation marks show you where these words are? Find other words in the text that are spoken. Have students read different parts of the story, saying them like the person in the story. They use the illustrations to give clues to the way the character might speak.
- Students reread the text to each other with expression, taking turns to be the different characters. For help, they can tap the text to hear it read.
- Reread the story together. Students tell what the dragon should have done and why.

Writing

- Students talk about what they know about sun sense. Help them to make a "Facts about Sun Sense" poster.
- Students write an "I am a green dragon" story to tell how the dragon felt. Ask them to suggest words describing how the green dragon might have felt when the queen or princess told him to cover up and when he got burnt.

Home/School Link

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

Words: Make words with the letter blend dr-

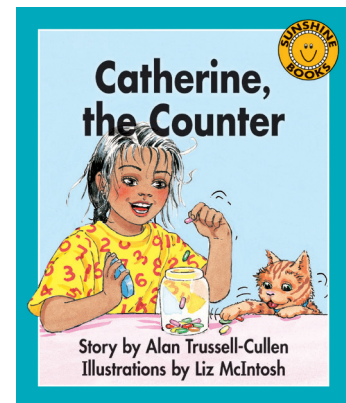
Thinking: Put pages from the story into the correct order

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



SUNSHINE CLASSICS

Teaching Notes Level 9



Catherine, the Counter

The Story

Catherine likes to count from 1 to 9. She counts objects in a variety of situations.

High-frequency Words

all, her, on, one, she

Reading the Text

- Look at the cover. Ask: What is the girl doing? What can you see on her T-shirt? Can anyone guess what her name might be? How do you know? Listen to the title and the names of the author and illustrator together.
- Turn to the title page. Ask: What has Catherine done? What do you think she is doing? Reread the title.
- Talk through the illustrations with students telling what Catherine is pointing at. Ask: What is she saying? Point to the part that tells us about what she is counting. Students use the pen tool to link the word to the things that Catherine is counting.
- Talk about how the illustrations give us cues to work out words. Ask: What has Catherine wearing in her hair? (a number clip)
- Listen to the story together. Students can confirm if their strategies for working out words were correct.
- Have students identify the purpose of speech bubbles in the story. Read the story together and ask students to also read the numbers in the speech bubbles. Ask: What do you notice about the numbers as the story develops? (one more on each spread)

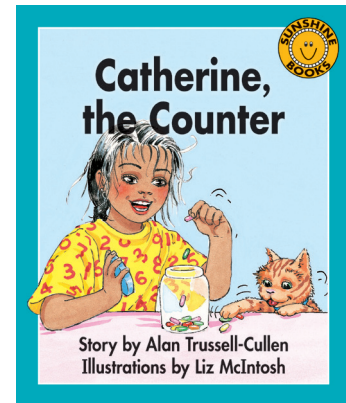
Returning to the Text

- Go to page 2. Ask: Can you find a word that ends with -ed? (liked) Point to it. Make a list of other words that end with -ed. Talk about how this changes the tense to show when something happened.
- Go to page 6 and find the word *plate*. Discuss the sounds in the word and brainstorm more words that end in -ate. (Kate, gate, late)
- Draw students' attention to the letter blend sh- at the beginning of *sh*. Encourage them to get their mouths ready to say the word as they read the story.
- Explore compound words. Draw students' attention to the compound word *everything* on page 3. Encourage them to read it with emphasis. Discuss how a compound word is constructed. Have them use the white text box to type the two words that make up *everything*. Ask: Can you see another compound word in the story? (*birthday*, page 16) Have students suggest other compound words they know.
- Students read independently or to a partner. They can tap the text to hear it read.



SUNSHINE CLASSICS

Teaching Notes Level 9



Writing

- Reread the story with students and have them talk about the things they would like to count most of all. Write their ideas onto strips of paper and put them in a box. Each student selects a piece of paper and illustrates the idea in a two-page booklet. The strip of paper can be pasted onto the bottom of the booklet.
- Students retell the story from the character's point of view. They rewrite the story in blank books using speech bubbles.

Home/School Link

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

Words: Make words with the word family -ate

Thinking: Insert punctuation into 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 9

Richie, the Greedy Mouse

The Story

Richie is very greedy and he eats so much he gets fat!

High-frequency Words

but, good, here, look, was

Reading the Text

- Students look at the cover. Ask: What is the mouse doing? Where is he? What do you think the wavy lines are for? (cooking smells) Have students share what they know about mice. Discuss food safety around mice and insects.
- Look at the title page. Ask: What is Richie, the mouse doing? Listen to the title. Talk about what students can see happening in the story.
- Students read the story. They can tap the text to hear it read. Ask: What helped you read the story? What words in the story did you already know? Talk about the pattern of the text (repetition) and how the illustrations helped with words they did not know.
- Discuss the use of the words *hungry* and *famished*. Explain that they both mean the same thing, although *famished* means **very** hungry. Ask: Why do you think the author used both words at the beginning of the story? (The word *famished* rhymes with *vanished* and using both words emphasises Richie's greed.)
- Students retell the story in their own words from the illustrations.
- Read the story together. Have students sound out the rhyming words *famished*/*vanished*. Ask: What other rhyming words can you see? They use the pen tool to mark the rhyming words. (nose/rows, treat/eat, fat/cat)

Returning to the Text

- Listen to the story with students. Ask: What do you notice about the rhythm of the story? Read it together several times as students clap and chant the rhythm.
- Ask: What sounds do you hear when you say *greedy*? What sound is the same in *greedy* and *cheese*? List other words students know that have the long /e/ sound. Talk about words with the long /e/ sound but with a different spelling. (he, treat, eat, me, she, flea, pea, be)
- Go to pages 12–13. Ask: What punctuation marks show you what Richie is saying and how he is saying them?
- Students reread the text to each other with expression, taking cues from the punctuation.

Writing

- Support students to rewrite the story to include some other foods they like to eat when they are hungry, such as ice creams, jellies, pancakes. For example:
“More food!” Richie cried,
and twitching his nose,
he thought he smelled
pancakes sitting in rows.
“Pancakes, pancakes!
Oh, what a treat!
Pancakes, pancakes!
So good to eat!”
- Another version could be written with the students using their names.

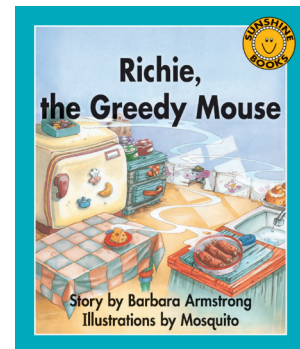
Home/School Link

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

Words: Rhyming words

Thinking: Insert punctuation into 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 9

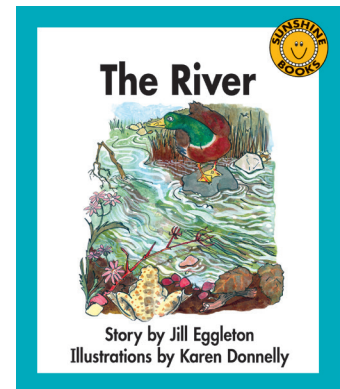
The River

The Story

If people throw their rubbish in a river, fish, animals and birds go away.

High-frequency Words

away, back, in, like, they



Reading the Text

- Look at the cover and title pages. Ask: Does the title page give the reader any idea about the events in the story?
- Talk through the illustrations. Ask: How soon can you predict what will happen?
- Listen to the story together. Ask: How did you feel as you listened to the story? What other stories have they read, or listened to, that are like this one? What makes them similar?
- Students read the story and react to it. They can tap the text to hear it read. Ask them to write, or draw, all their thoughts, reactions and questions.
- Discuss the immediate environment – the school playground. Ask: Do you see any problems there? How can we help solve these?

Returning to the Text

- Reread the story. The word *came* is repeated in this story. Ask: Did you read this as *come* at first? Did you self-correct? What helped you self-correct? The way the language is put together? The meaning? Visual aspects?
- Discuss how *came* is the past tense of *come*, meaning it happened in the past. Have students use the white text box to type the present tense of the verbs into the story.

Fish swim in the river.

Birds come to the river.

Animals come to the river.

They like the clean water.

- Read the new story together. (Note this will not be saved when you quit out of the story.)

Writing

- Brainstorm a collection of conservation words and phrases, for example, conserve, protect, preserve, natural, clean, keep safe, undamaged, unharmed, treasure, look after, rescue, provide, support, keep alive. Have students transcribe these words with felt pen or coloured-paper lettering and present them in a display.
- Discuss signs and posters that are in the story and around the school. Students recall the sign in *The River* and plan something similar for the school playground.

Home/School Link

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

Words: Match high-frequency words

Thinking: Insert words and punctuation to remake 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 9

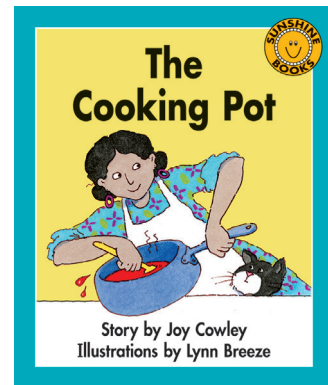
The Cooking Pot

The Story

Children enjoy eating different food.

High-frequency Words

else, got, have, we, will



Reading the Text

- Look at the cover. Students read the title and compare their ideas about what the story might be about.
- Listen to pages 2-5 with students. Ask: What do you think will happen next? What sort of language do you expect to read? How will this help you read the story?
- Students listen to the blend of sounds in *pot*. They find the word in the text, find and write other words that have the same sound and letter pattern. (lot, hot, got, Spot) Give students a selection of alphabet letters. They find letters that can be used to form other words in the -ot word family. They practise blending the sounds together and saying the words. Include the words in an illustrated word bank. Students use the words to create their own -ot dictionary.
- Reread pages 2-5 together. Then students read the story independently. Ask: What are some good ways of noticing and learning new words as you read? How do you think this book should be read? How did you read the words on the last page? Why? Students share their responses and read from the text to give examples.

Returning to the Text

- Students use the illustrations to recount the main points of the story in correct sequence. They work in groups (four characters and one narrator) to re-enact the events. Focus on the use of capital letters and punctuation. Students demonstrate how their sentences should be read and give reasons.
- Reread sentences in the story. Students use pace and expression appropriate to the grammar and punctuation.

Writing

- Students describe a meal they've had at home and write sentences using the pattern of the story.
What do we have for dinner, Mum?
Chicken.
Thanks a lot, Mum.
- Students present a talk about something they have helped to cook. They make drawings of themselves eating their favourite food.
- Students find out how to make soup by looking in recipe books or on the internet.

Home/School Link

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

Words: Match the rhyming 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 9

A New Bed

The Story

Mr Mack wants a new bed.

High-frequency Words

new, old, put, take, took

Reading the Text

- Talk with students about a bad night's sleep! Maybe they were sick and not sleeping well; were too cold or too hot; the weather kept them awake; they ate too much; they were too excited. Some may be able to relate to the experience of an uncomfortable bed.
- Look at the cover and the title page. Students predict what the story might be about. They read the title and adjust their predictions.
- Listen to the story with students. Pause so that they can modify their predictions of language and events. Ask: Were your predictions correct? Why do you think the author wrote the story?
- Have students discuss the role of the illustrator. They tell how he has shown mood in his illustrations. On page 2, ask: What are Mr and Mrs Mack feeling and thinking? What are they thinking on page 9? Has Mrs Mack realised what is happening on page 12? How do you know? Why is Mrs Mack's smile bigger than Mr Mack's on page 15?
- Students read the story independently or with a partner.

Returning to the Text

- Students reread the story. Ask: Can you think of situations when you have changed your mind about something? What sort of character is Mr Mack? Is he someone who likes a change? What about Mrs Mack? Is she someone who is used to dealing with Mr Mack or is she a person who gets things done?
- Students talk about the characters. Ask: Why would Mr Mack have a truck? What sort of people own trucks or drive them? Students can guess about the sort of job that Mr Mack might do! Or perhaps the truck belongs to Mrs Mack. If so, what does she do with it?
- Have students make a chart with a column for describing words from the story and the nouns they are describing. They scan the text to complete the chart. (new bed; good bed; junk shop man; big smile; good sleep)

Writing

- Students use the illustrations in the story to retell or rewrite another story, or use new dialogue that is in the pictures. For example, on page 2 the text could read, "It's not the bed! You had too much dinner!" Page 3 could read: "I know what to do!"
- Students work in pairs to rewrite the story around a new chair, a new suit, hat or shoes.
- Students write an advertisement for the bed in the story to put in the window of the junk shop. They develop their ideas in pencil, crayon or collage and write copy including the price.

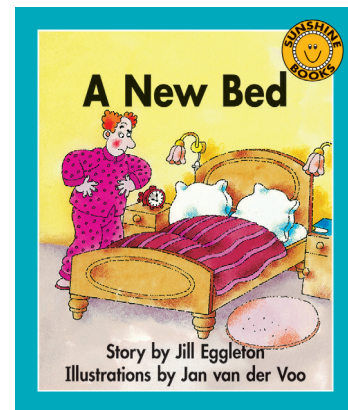
Home/School Link

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

Words: Match high-frequency words

Thinking: Put sentences and 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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Teaching Notes Level 9

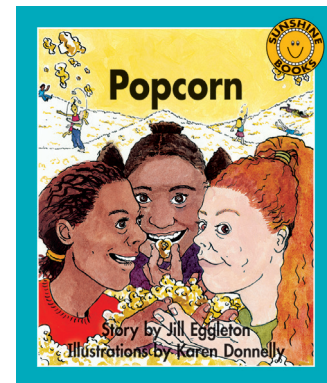
Popcorn

The Story

Popcorn floats over the town and the children have a party.

High-frequency Words

everywhere, help, our, over, was



Reading the Text

- Read the title to students. Ask them to think of ways to make the sound *Pop!* They could demonstrate some of the sounds, producing pop sounds with their voices, or suggesting a cork popping out of a bottle, a balloon bursting. Talk about how the word is often written with an exclamation mark to show it is a sound word.
- Walk through the illustrations and ask students what they think the story will be about. Listen to the story together.
- Read the story with students joining in where they can. Have them count the number of times the word *pop* appears in the story. (12)
- Focus on the use of bold type on pages 2 and 7. Ask: Why are these words in bold type? (loud noises on page 2 and emphasis on page 7)
- Students read the story independently or with a partner. They retell the story in their own words.

Returning to the Text

- Reread the story. Ask: Is this story real or fantasy? Does corn pop in the sun?
- Focus on compound words where two words are joined to make one. Have students list the compound words in the story and give the two words that go to make it. (popcorn, everywhere, firefighters, shopkeepers)
- Focus on the word *will* on pages 5 to 8. Have students discuss how will shows that something is to happen in the future.

Writing

- Students write stories to give a new meaning to the word *pop*. Give them large sheets of newsprint and a crayon and ask them to make sound pictures of the word, *Pop*. They could draw the picture as a rhythmic or repeated pattern.
- Find other words that are spelt the same from the back to front. (dad, noon, toot, mum)
- Plan a popcorn party. Ask: What food and drink would be appropriate? Popcorn? Fizzy drinks? What music can you suggest? What games will you play? Students can develop their own notes to include feelings, mood, action and sound words. They will have plenty of visual images from which to develop illustrations for a class book about a popcorn party.

Home/School Link

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

Words: Join two words to make compound 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.



SUNSHINE CLASSICS

Teaching Notes Level 9

Cat's Party

The Story

No one will come to Cat's party except Dog and Cat isn't happy about that.

High-frequency Words

asked, love, no one, please, your

Reading the Text

- Discuss the cover and title page illustrations. Ask: What do you think is happening? Elicit the title from students and then read the title together. Talk about the apostrophe and what it means.
- Walk through the illustrations, focusing on the expressions on the animals' faces. Students talk about what they think is happening in the story.
- Listen to the story together.
- Reread the story with the students joining in. Discuss the ending. Ask: Why does cat say "Forget it!"? What does he mean? Why did the other animals say "No" to Cat?

Returning to the Text

- Reread the story using different voices for the different animals.
- Have students notice the question marks and exclamation marks throughout the story. Discuss and model how to read a question and an exclamation. Notice the difference between the two.
- Read the story in groups of eight, each student reads the part of one of the animals with one being the story teller (reader).

Writing

- Write a play script together based on the story. List the characters, scene etc. Choose zoo animals
Big Cat (Lion): Will you come to my party?
Big Bird (Ostrich): No, I will not come to your party.
- Practise acting out the play in groups of eight.

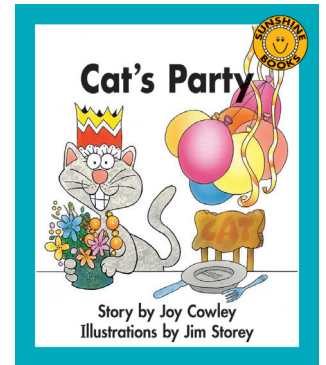
Home/School Link

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

Words: Match 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.





SUNSHINE CLASSICS

Teaching Notes Level 9

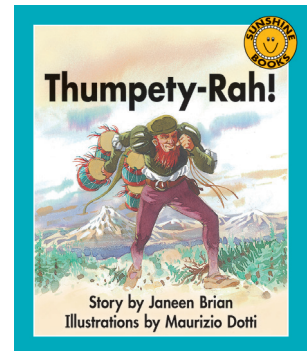
Thumpety-Rah!

The Story

This is a story about a giant who went out and played his drums in a cave.

High-frequency Words

began, made, them, under, went



Reading the Text

- Read the title. To help students become familiar with the words *Thumpety-Rah* introduce it as a type of chant. Ask students to add body percussion.
- Look at the cover and title page. Ask: What can you see in the illustrations? Who do you think this character is? Are they his drums? What do you think is going to happen?
- Go to pages 2 and 3. Ask: What is happening in the picture? Where is the forest giant going? Can you find any words on the page you know?
- Continue to read the story and discuss the illustrations on pages 4–13.
- Go to pages 14–15 and read to students. They repeat the words. Read page 16 together.
- Students read the text independently. Provide support where needed. Encourage them to experiment with different ways of reading the rhyme and rhythm patterns.
- Focus on the word *Thumpety-rah*. Look at the /th/ at the beginning of *thumpety*. Students get their mouths ready for the beginning of *thumpety*. They find other words that begin with th in the story and write these on a chart. (thunder, the, that, them, then)

Returning to the Text

- Discuss the story and have students tell what they think the thunder was.
- Students scan the story to find the rhyming words. They make a list and add their suggestions to it.
- Create a Readers' Theatre arrangement with students.

Group 1: The forest giant went out one day.

All: Thumpety-rah, thumpety-rah.

Group 2: Into a cave that was far away.

All: Thumpety rah, thumpety-rah.

Encourage students to read their parts in a way that captures the effect of the rhyming words.

- Students reread the text to a partner.

Writing

- Rewrite the story using substitutions. Write *Thumpety-rah* on the board and have students think of possible alternatives. (Boompety-boom, Hoot-de-haa, Clicketty-click) Substitute one of the suggestions and read the new story, tapping out the pattern of the words at the same time. Rewrite the story substituting the agreed words.
- Students develop illustrations to match the text in the enlarged book.

Home/School Link

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

Words: Make four words using the word family -ack

Thinking: Match sentences to the illustrations in the story.

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



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Teaching Notes Level 9

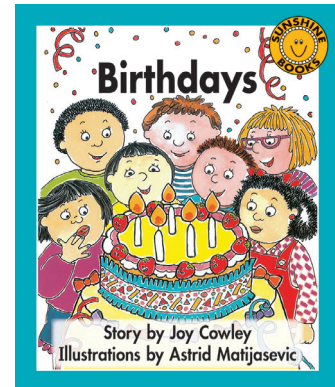
Birthdays

The Story

Everyone gets a present on their birthday.

High-frequency Words

blue, brown, green, new, red



Reading the Text

- Look at the cover and title page. Ask: What are the children doing? Can you read the words on the title page? Share experiences of birthday cakes and parties.
- Go to page 2. Ask: Who is the character delivering the parcel? Which character is speaking? Have you ever heard anyone say “wait a minute”? Explain that this is an idiom. It doesn’t actually mean to wait 60 seconds. It is a response to ask people to wait.
- Listen to the story. Have students note the colour of each present and the colour word in the text.
- Read the story with students joining in.
- Focus on the contraction *I’ll*. Explain to students that this is a shortened version of the words I will. Find another contraction in the story and talk about the two words that make it. (what’s, what is). Students think of other contractions they know. They list the contraction and then the two words that make it.

Returning to the Text

- Reread the text. Have students notice the rhythm and rhyming words (minute-in it). Practise reading aloud, emphasising both rhythm and rhyme to develop fluency.
- On page 2 find the colour word *brown*. Discuss the beginning sound /br/. Think of other words that start with the blend br-. List these on the board. Find other colour words in the story that start with a blend. (*blue, green*). Have students think of more words that start with bl- and gr- and make a list. Illustrate these words if possible.

Writing

- Write a new page for the story using different colours and presents – orange/ball; black/racing car. Students illustrate their new page and read it with the class.

Home/School Link

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

Words: Match words to pictures

Thinking: Make the sentences from the story

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