



SUNSHINE CLASSICS

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GOALS

Comprehension

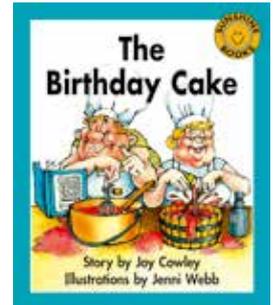
Use the text and illustrations to understand colours

High-frequency words

a, to, you, this, is

Writing

Use the pattern of the story to write a new story



Two cooks bake a multi-coloured birthday cake.

Before Reading

- Talk about birthdays. Ask students why they do special things on birthdays. Ask: What special food do you eat on your birthday? Talk about birthday cakes.
- Look at the cover. Listen to the title. Ask: Who are the people in the picture? What are they doing? Where do people wear hats like that? Does anyone wear a chef's hat at home when they make a cake for you? Who do you think the cake might be for? Do you think this will be a funny story or a sad story? Listen to the names of the author and illustrator.
- Read the title together. Say the word cake slowly, stretching the sounds. Ask students to tell how many sounds they hear. Ask: What other words can you think of that rhyme with cake? Give them initial letters (b, l, m, r, t, w) and ask them to say the words.
- Ask: What clues about the story can you find in the pictures on the cover and title page?
- Talk through the illustrations. Have students tell the setting for this story. Ask: What are the queen and the cooks doing on the last page? What happens when you blow out the candles? What do you think the words will say on this page?

Reading the Text

- Students read the story. They can tap a word to hear it read. Have them talk about how they worked out the words.

After Reading

- Students reread the story and then retell it. Ask: Where did the story begin? Did it begin on the first page or the cover? How does the cover help us understand the story? What happened at the end of the story? Make a Beginning and Ending chart together.
- Act out the story. Students decide what the characters will say, for example, Queen: Mmm! Lovely presents. Cooks: Mix, mix, mix. More sugar. More flour.
- Write the word cake on a sheet of paper. Talk about the letter c and the sound it makes. Students suggest other words that begin with c that they know or can find around the room.
- Students circle the colour word and draw an arrow to identify the cake layer in the picture.



Writing

- Talk about the pattern of the story. Ask: Which word changes in each sentence? Students use the pen tool to identify the word that changes. They can use the colours with the pen where they are relevant.
- Write a new story together using the same pattern, called *The Birthday Present*.
- Talk about the word birthday. On a calendar, mark all the birthdays for the month.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: R, C, Y, B, P, H
- Words: Match captions to the pictures
- Thinking: Sequence pages from the story
- Record: They can read the story by themselves and save it for you to listen to.



GOALS

Comprehension

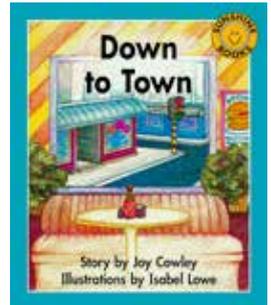
Use the text and illustrations to talk about the setting

High-frequency words

down, go, the, to

Writing

Write a story with a new ending



Town life and country life are different.

Before Reading

- Look at the cover. Have students talk about the setting. Ask: How does the illustration give us an idea of what the story might be about? Read the title. Talk about the word town. Ask: What other words could you use for town? What do you do when you go to town?
- Look at the title page. Listen to the title. Compare the cover setting with the setting on the title page. Ask students who they think these people are. Ask: Have you ever been in the country? What do you think they might be going to town for? Notice how the illustrations show each animal going down and how that helps us read the text.
- Students look at the illustrations and talk about what they think happens. Listen to the story with students and have them focus on the rhythm. They tap out the rhythm as they listen. Have them chant the story and clap the rhythm. (*down, town*)

Reading the Text

- Read the story together or tap a word to hear it read.

After Reading

- Ask students why they think the farmers and the animals go to town. They use the story to determine who decided to go to town first in this story. Have them look at the title page and tell how this illustration gives a clue.
- Reread the story with students. Talk about the pattern. Ask: What do you notice about each sentence? Have students use the pen tool to circle the word that changes on each page.
- Write the word go. Students say and spell the word. Ask: What other words do you know that start with the letter g? Use the white text box to suggest other words that could be used in place of go.



Writing

- Write a story about a family going to town with a new ending. Work with students to transform the sentences. The cows go down. The horses go down... to town.
- Talk about the pattern in the new story. Students highlight the word that changes in their story.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: G, C, D, T, H
- Words: Match initial letters to words
- Thinking: Match sentences to pictures
- Record: They can read the story by themselves and save it for you to listen to.



GOALS

Comprehension

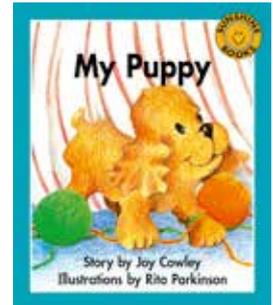
Use the illustrations to describe the characters' feelings

High-frequency words

my, no

Writing

Write the story using the illustrations



Everyone wants to own the puppy, but he belongs with his mother.

Before Reading

- Talk about pets. Ask if anyone has a puppy or a kitten. Talk about the sorts of things they do. Ask: Why do people have pets? What do pets need? Make a list on the board of students' suggestions.
- Listen to the title. Ask: Who do you think is saying, "My Puppy"? What does "My puppy" mean? (the puppy belongs to me) What does "Your puppy" mean? What can you say my about in your life? (my brother, my cat)
- Look through the illustrations together. Ask: What do you think the people in the story are saying? How are they feeling?
- Listen to the title again and have students tell how many sounds they hear in the word *puppy*. Use the pen tool to circle the word *puppy*. Ask: What do you notice about the word? (the double p in the middle) Students name the letter at the beginning of puppy. They get their mouths ready and say other words that they know that begin like puppy. They say puppy, stretching the sound. Have them say other words that have a double p. (*happy, floppy*)

Reading the Text

- Students read the story by themselves. They can tap a word to hear it read. Ask: What was the story about? Why did all the people say, "My puppy"? Who did the puppy really belong to?

After Reading

- Reread the story together. Students retell the story and talk about how the characters were feeling. They look at each illustration and talk about the facial expressions and the body language of the characters in the story. Ask: How do the illustrations help us understand the story? How do the new characters get into the pictures? How do we know who is speaking on each page? Use the pen tool to circle who is speaking.
- Talk about the use of punctuation in the text and how it helps meaning. Ask: How do you use your voice when there is an exclamation mark at the end of the sentence? Talk about speech marks and how they help us read the text.



- Write the word *go*. Students say and spell the word. Ask: What other words do you know that start with the letter *g*? Use the white text box to suggest other words that could be used in place of *go*.

Writing

- Students tell the story from the illustrations. Write up what they say.
Little brother said that the puppy was his. His sister came in and she said the puppy was hers. Little brother felt sad. Big brother came in and said the puppy was his...
- Expand the sentences from the story.
“It is my puppy.”
“It is my puppy,” said Mum.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: M, N, P, V
- Words: Match high-frequency words
- Thinking: Sequence pages from the book
- Record: They can read the story by themselves and save it for you to listen to.



GOALS

Comprehension

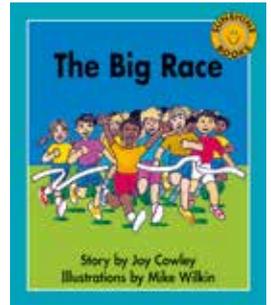
Notice and use the pattern in the story to help read

High-frequency words

big, I, in, the

Writing

Use the pattern of the story to write a new story



A girl competes in many different sports to win a race.

Before Reading

- Look at the cover. Have students talk about the action. Ask: How does the illustration give us an idea of what the story might be about? Read the title. Talk about the word *race*. Ask: What other words could you use for *race*? (*run, competition*) What do you do when you have a race?
- Look at the title page. Listen to the title. Ask: Where do you think these children are. Do you think they are at school, or a sports club? Notice how the illustrations show each different sport and how that helps us read the text. Have students tell about any races they have been in, at school or in a local event.
- Students look at the illustrations and talk about what they think happens.
- Listen to the story with students and have them focus on the pattern.

Reading the Text

- Read the story together or tap a word to hear it read.

After Reading

- Ask students why they think the race is called a big race. They use the illustrations to determine who is telling the story. Have them look at the title page and tell how this illustration gives a clue.
- Write the word *big*. Students say and spell the word. Ask: What other words do you know that start with the letter b?
- Reread the story with students. Talk about the pattern. Ask: What do you notice about each sentence? Have students use the pen tool to circle the word that changes on each page.



Writing

- Talk about the pattern in the story. Help students to write their own story by changing one word in each sentence.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: R, B, P, W, Z
- Words: Match initial letters to words
- Thinking: Sequence pictures from the story
- Record: They can read the story by themselves and save it for you to listen to.



GOALS

Comprehension

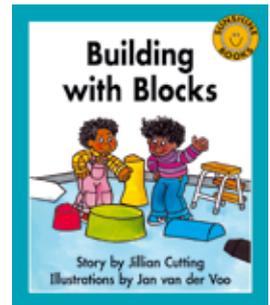
Use the text and illustrations to read colour words

High-frequency words

a, with

Writing

Use a new pattern to rewrite the story



Children build a spaceship from coloured blocks.

Before Reading

- Read the title together. Look at the cover illustration. Ask: What do you think the children are going to do with the blocks?
- Listen to the story together and talk through the illustrations. Ask: What is different about each block? What colour is the first block? What do the children use to help them put the higher blocks on? What have they made with them?
- Students work out the words in the title. They say how many words there are, and use the context of the story, their knowledge of the initial letter b and the high-frequency word *with* to help them.
- Students listen for the two words in the title that start with the same sound. They find other examples on pages 5 and 6. Have them read the names of the author and illustrator and say what they know about them.

Reading the Text

- Students read the book themselves. They can tap a word to hear it read. They say what helped them read the story. Lead them to focus on their memory for the text, use of picture cues to predict and confirm words, and use their knowledge of repetitive structure and the way repetition helps us to know what comes next.

After Reading

- Students listen to the sounds in *red*. They say how many sounds they hear and identify beginning, middle and final sounds. They tell some words that rhyme with red and listen to the sounds.
- Have students make a web of -ed words together. (*bed, fed*) They illustrate each word to show what it means.
- Students answer questions about the colour words. Ask: What things do you know that are red? blue?



- Have students look at the words on the last page. Discuss the upper and lowercase a on this page. They can mark them with the pen tool. Have them trace the lowercase A in the air with their finger.

Writing

- Rewrite the story together with a new pattern.
We put on a green block.
Students help write capital W at the beginning of each sentence and add a full stop at the end.
They write the colour words in the appropriate colour.
- Have students write a new story with a different pattern.
This block is blue.
- Give students sentence strips with the colour word missing. They choose from a word bank of colour words to complete each sentence.
- Students draw the spaceship using page 8 for reference and write or tell a story for a class book.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: a
- Words: Match words to pictures
- Thinking: Sequence pictures from the story
- Record: They can read the story by themselves and save it for you to listen to.



GOALS

Comprehension

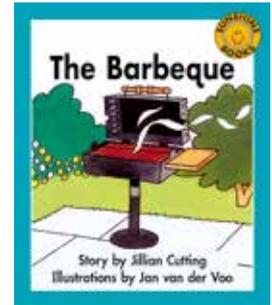
Identify the main events of the story

High-frequency words

the

Writing

Create a mural of a new story



A family prepares a barbeque with yummy food.

Before Reading

- Read the title and look at the cover illustration. Ask: What do you think the story might be about? What do you know about barbeques? What things would you have in a story about a barbeque?
- Listen to the story with students. They listen to the word *barbeque* in the title. They clap or chant the sounds they hear. They find another word in the story that has three syllables. They identify the sounds in the word potatoes by clapping, tapping and chanting.
- Have students listen to the sounds at the beginning of the content words. They tell you the names of the letters that they think would be used to show the sounds and refer to the story to check.
- Students reread the story on their own. They can tap a word to hear it read. Remind them to use what they know about beginning sounds and letters to help them read the content words.
- Students help list the main events of the story. Ask: What story do the illustrations tell? They give their ideas about who the people are and what the occasion is and compare with barbeques they have been to.
- Have students read the word *Barbeque* on the cover. They tell why there is an uppercase B. Ask: What does a lowercase b look like? Write one in the air with your finger.

Reading the Text

- Students read the book themselves. They can tap a word to hear it read.

After Reading

- Have students reread the story, reinforcing the strategy of predicting content words by looking at the letters they begin with.
- Students look at the illustrations on pages 4–8. They say how they think each character is feeling and point out ways the illustrator has shown these feelings. They say what the characters could be saying. They draw a picture of an event and include speech bubbles to show what the characters are saying.



- On page 8 focus on Y at beginning of *Yum!* Students tell other words that begin with the same sound and letter. Have them practise writing the letter y. List other words that begin with y and create an illustrated word bank.
- Students say what they think *Yum!* means. They suggest other words that could be used instead. *Mmm! Wow! Oooh! Aaah!*

Writing

- Students create books about a barbeque for their family. They make decisions about what to show in the illustrations, e.g. how many sausages will be needed? How many tomatoes?
- They compare their story with *The Barbeque*. They write words people in their family say to end the story.
- Create a large mural of the story showing what the characters are thinking or saying in thought balloons or speech bubbles.
- Students make a large illustrated sequence chart with pictures of themselves preparing a barbeque. They can use the illustrations in the story to help write the sentences.
We cook the chicken.
We cook the steak.
We cut up the salad.
We put in the corn.
We serve the potatoes.
We hand out the plates.
We eat up the barbecue.
- Students draw pictures of themselves with thought balloons showing the things they like best about a barbecue. Support them in writing labels for the food.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: b
- Words: Match initial letters to words
- Thinking: Match words to pictures
- Record: They can read the story by themselves and save it for you to listen to.

**GOALS****Comprehension**

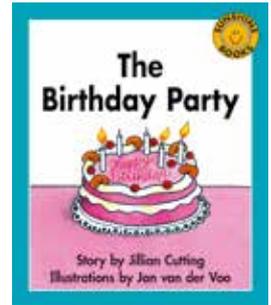
Chart the characters and setting of the story

High-frequency words

the

Writing

Write a story using *the*



All the important things for a birthday celebration

Before Reading

- Have students look at the cover. Ask: What do you think will happen at the start of the story? How will it end? What do you think will happen to the cake? Who would you invite to a party of your own? What do you take to someone's party? What day of the year is your birthday?
- Students use their knowledge of the high-frequency word *the*, and initial letters and sounds to work out the title.
- Go to page 2 and have students listen to the sounds in *cake*. They listen and say the word slowly. Have them identify the sound of the initial letter and the first sound that follows (onset and rime). They suggest other words in the -ake word family. (*lake, rake, wake, take*)

Reading the Text

- Students read the story. They can tap on a word to hear it read. Ask: How did the spaces between the words help you to read them? Model pointing techniques and read the words together, using the spaces.
- Have students notice the colours used to illustrate the story. Ask: Why do you think the illustrator used bright colours?

After Reading

- Look through the illustrations together. Ask: What does the picture on page 2 tell you about the story? (The child having a birthday party is 5 years old.) What did the children have to drink at the party? How many scoops of ice cream did each child have? How many kinds of jelly were there? How many presents were there?
- Students make a chart to show the title, characters and setting of the story. They read the story again to find the word that is repeated on each page. They learn to spell *the* by naming the letters and practise writing the word.
- Focus on the letter *c* in the word *cake* on page 2. Teach the letter name and find it on an alphabet chart. Students find another word in *The Birthday Party* that begins with the same letter. (*cream*) They think of other words that begin with *c*. (*cat, cow, colour*)



Writing

- Work together to re-write the story using party food that students suggest. They use spaces between words.
- Have students write their own books featuring the word *the*.

The zoo

The lion

The bear

The hippo

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: c
- Words: Match initial letters to words
- Thinking: Match words to pictures
- Record: They can read the story by themselves and save it for you to listen to.

GOALS

Comprehension

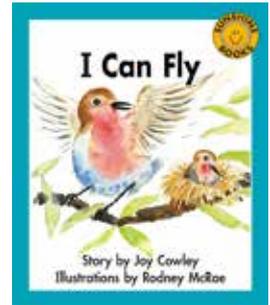
Predict the outcome of the story

High-frequency words

can, down, I, up

Writing

Write a story using the illustrations



A baby bird practises flying.

Before Reading

- Students make a mind map of the things they can do – ride a bike, swim, write. Ask: Who helped you learn to do these things? How did you feel when you were learning?
- Look at the cover. Read the title. Ask: What do you think the mother bird is saying and doing? What is the baby bird doing?
- On the title page, have students predict what is about to happen. Ask: What is the mother bird saying to the baby bird? What is the baby bird saying to its mother? How do you think the baby bird is feeling? How do you think the mother bird is feeling? Why does the mother bird want the baby to learn to fly?
- Read the title. Say can slowly. Ask: How many sounds can you hear? What sounds can you hear?
- Have students talk through the illustrations. They tell the story without the text.
- Read the story together. Students use their hands to act out the story. Ask: What do you notice about the pattern of the story? How would you use your voice as you read the story?
- Work with students to make a story map to show the pattern.

Reading the Text

- Students clap and chant the story. They can tap on a word at any time to hear it read.

After Reading

- Play a guessing game. I have three sounds, I rhyme with *can*, I begin with m. What am I? Repeat with the letters f, p, v. Students say each word and what it means. List the rhyming words. Students can play the game in pairs.
- Talk about the last page. Ask: How do you think the baby bird would say “I can fly”? How was he feeling? How do you think the mother bird was feeling? What sort of things can you do?
- Students look at page 4 and point to the uppercase D and the lowercase d. Ask: Why does one of the words begin with an uppercase D? (beginning of a sentence) They make a list of words that start with d.



Writing

- Work with students to write a story from the pictures. Make an enlarged version for shared reading. Students illustrate the story.
- Ask: What other things go up/down? Students work in pairs to answer the question. They choose one thing to illustrate to be made into a big book.
- Have students watch birds fly and use the original story as the pattern for a new science story.
The pigeons go up.
The seagulls go down.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: d
- Words: Match high-frequency words
- Thinking: Match words to pictures
- Record: They can read the story by themselves and save it for you to listen to.



GOALS

Comprehension

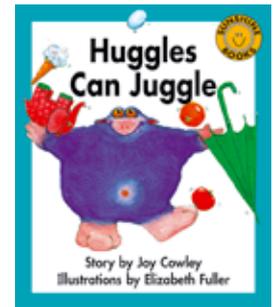
Retell the story in sequence

High-frequency words

an, can

Writing

Use the story structure to write a new story



Huggles juggles until he drops everything.

Before Reading

- Look at the cover. Have students talk about Huggles and what it is doing in the cover illustration?
- Listen to the title. Talk about the word *juggle*. What do students know about juggling? They can try juggling beanbags or small balls. Ask: What is Huggles juggling? What things can you see on the cover? Would they be good for juggling with or not?
- Read the names of the author and illustrator. Students talk about what they know about books written by Joy Cowley. (*I Can Fly*)
- Have students read the title slowly. Ask: What sounds can you hear that are the same? How many sounds can you hear?
- Play a guessing game. Give students the initial sound if they need help.
I rhyme with jug, I lie on the floor. I am a... (rug).
I rhyme with hug, I am a beetle. I am a... (bug).
- Notice that the title page has the same words as the cover but a different picture. What is Huggles doing? When have you seen people bowing like that?
- Students talk through the illustrations. On the last page ask them to suggest words to describe what has happened. Ask: Why do you think Huggles had an accident at the end?
- Listen to the story with students. They take turns to retell the story in sequence.
- Have students talk about how they think Huggles is feeling on each page. Ask: How has Elizabeth Fuller drawn Huggles to help us understand what it is feeling? What do you notice about Huggles' belly-button on the last page? Why do you think it has it changed colour? Why is Huggles upside-down on page 6? Compare the illustration on the title page with page 8. Talk about the difference in body language and facial expressions.
- Have students find words beginning with the letter e in the story. (*egg, elephant*) They practise writing the lowercase e in the air with their finger.



Reading the Text

- Students read the story themselves. For help, they can tap on a word to hear it read.
- Have students act out the story as they listen to it. They think about how to use their faces and bodies to show how Huggles was feeling.

After Reading

- Students reread the story to find words that begin like *accident*. (*an, apple*) Ask: What letter do these words begin with? What other words begin with a? Record their responses.
- Have students point out the capital letters and tell why they are used.
- Have students tell what happened at the end of the story. Ask: What does accident mean? Why do accidents happen? Where can accidents happen? Talk about serious accidents and funny accidents and how people feel. Ask: Was Huggles' accident serious or funny? Why did Huggles have an accident? What words could Joy Cowley have used instead? What other stories have you read about accidents? Have you ever had an accident?

Writing

- Write a new story together, *I Can Catch*, using the same structure as *Huggles Can Juggle*. Students say what they can catch and think of a funny ending. They illustrate the story to show how they are feeling.
- With support, students can write and illustrate their own imaginative stories about juggling.
- Students make a timeline to show the events that led to Huggles' accident.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: e
- Words: Match initial letters to words
- Thinking: Match words to pictures
- Record: They can read the story by themselves and save it for you to listen to.



GOALS

Comprehension

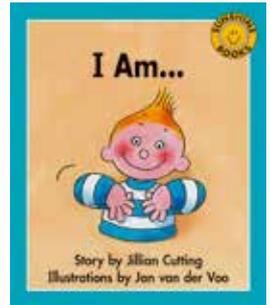
Use illustrations to read content words

High-frequency words

am, I , in

Writing

Use the sentence structure I am... to write a new story



A child lists the things he does in a day.

Before Reading

- Students look at the cover and tell who this story is about. They use their knowledge of high-frequency words to read the title.
- Listen to the story together, pausing for students to use illustrations to predict and read content words. They say what the content words mean to them. Ask: Do you do these things in each day? Which ones don't you do? Which things in the story do you like to do the most? What other things do you do that the boy in the story does not?
- Say *am* slowly and ask students to listen to the sounds. Ask: How many sounds can you hear? Can you say some other words that rhyme with *am*?
- On page 8, ask students to say *bed* slowly, listening to the sounds. They tell you some more words that have the same rimes. (*red, fed*) Talk about *fed*. Practise formed f-ed in the air.

Reading the Text

- Students read the story. They can tap on a word to hear it read. Ask: What helped you read this story. Did the pattern and repetition help you?

After Reading

- Focus on the letter I in the text. Students learn how to write the letter and say why it is a capital letter.
- Focus on the words *reading* and *riding*. Ask: What do you notice about the words? Teach the letter name for r. Students listen to the sound as it is said at the beginning of the words. They make r word webs.



Writing

- Use the structure *I am...* to rewrite the story together to include things the students can do. They illustrate the new stories.
- Rewrite and illustrate another story about things students do in a day at school, using the structure *We are...*
- Students use the structure *I am...* or *We are...* to make their own books about themselves or their friends.
- Students tell what they do during a day and draw the events on a timeline. Help them write sentences using *I am...* Write each sentence on a strip of paper. Give a strip to each student. They act out the activity for others to guess. Students read the sentence together to confirm guesses.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: f
- Words: Match initial letters to words
- Thinking: Match words to pictures
- Record: They can read the story by themselves and save it for you to listen to.



GOALS

Comprehension

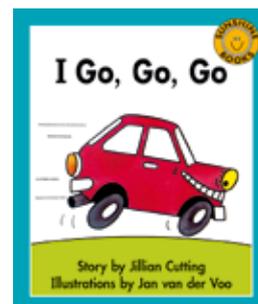
Use illustrations to tell the character's feelings

High-frequency words

down, go, I, into, up

Writing

Rewrite the story choosing new characters



A little car goes to town.

Before Reading

- Look at the cover together. Read the title to students. Ask: What does the word *go* mean? Where do you like to go? What do you think is going to go in this story? Where do you think it will go?
- Read the title. Teach students the purpose of the comma. Students read the title, pausing at each comma. Have them listen to the sounds. Ask: What do you notice? Say *go* slowly. How many sounds can you hear? Students clap or tap the sounds as they say them. What other words do you know that sound like *go*? (*slow, so, no, low*) Students can help list these words. They chant them and say what they notice about the words on the list.
- Look at the illustrations. Ask: Why do you think Jan van der Voo put a smiling face on the car? Students say how the car is feeling throughout the story.
- Listen to the story together. Ask students to tell you what they think the content words and phrases mean. (*up/down, fast/slow; into town, go, go, go; away*)

Reading the Text

- Students read the story. They can tap on a word to hear it read. Have them listen for rhyming words. (*down/town*) Ask: How do rhyming words help you read and remember the story?

After Reading

- Reread the story together. Students tell how the story begins and ends. Ask: Where do you think the car came from? Where could it be going? How do the pictures help you work out what the words are?
- Have students draw pictures on a chart to show the beginning and end of the story.
- Focus on *fast/slow, up/down*. Students say what they know about these words. Have them suggest more pairs of words that are opposites. They draw pictures to illustrate the meaning of pairs of words with opposite meanings. They make them into a big book.



- Focus on the letter g. Teach students the letter name. Students notice where the letter g comes in the word go. Ask them to help write the word.
- Have students chant the text in unison. They find the words that rhyme and use the pen tool to put a circle around them.

Writing

- Rewrite the story together. Students choose new characters and titles.
- Write a sentence from the text on a large sheet of paper. Students suggest other ways the car could go (around, in, on, back, across, through, over). Transform the sentence by substituting words. They listen to the sounds in words to help them write and illustrate the sentences. You can use the pen tool to replace words in the story.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: g
- Words: Match high-frequency words
- Thinking: Match words to pictures
- Record: They can read the story by themselves and save it for you to listen to



GOALS

Comprehension

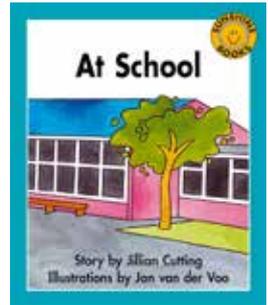
Identify the main idea of the story

High-frequency words

at, I, like, me, my

Writing

Rewrite the story with students in it



The things you like to do at school

Before Reading

- Have students look at the cover illustration. Ask: Where do you think the story takes place? Who do you think the characters in a story about a school will be? They go to the title page to check their answers.
- Ask: What is happening on the title page? What other things are the characters in the story likely to be doing? What do you do at school? Have students predict the story structure and wonder what the surprise might be at the end.
- Students listen to the sound at the beginning of the word *like* and tell other words that start with the same sound.
- Listen to the story together. Model how to predict the last word in the sentence by looking at the beginning letter(s). (*painting*)

Reading the Text

- Students read the story themselves and find the other word in the story that starts with p. They can tap on a word to hear it read.

After Reading

- Students say who is telling the story, and tell you the main idea. Ask: How do you think we should read the word *like* each time? They reread the story as the girl in the story would say the words.
- Students tell you words they know with a similar meaning to *like* (love, enjoy). They think of words with the opposite meaning.
- Have students tell you what the content words mean. Ask: What is reading? What is writing? Is reading something you do for yourself, for other people, or is it something other people do for you? Write up the content words as a list. Students notice the -ing ending and name the letters.
- Put the beginning letters of the content words on a timeline. Students use the initial letter to predict each word, then retell the story.



Writing

- Students talk through the illustrations to remember the storyline and use them to tell their own story. They rewrite the story to include themselves and all the things they like doing at school. Ask: What will you have for a surprise ending?
- Write up sentences from the text. Students say what they like doing at school. They help transform sentences. I like playing. I like building. I like helping. Take digital photos of students doing these activities and create a slide show or a new book.
- Rewrite the story with the students using one of these new structures.
“I like reading,” said the girl.
Sandra said, “I like reading.”
Link with the title and rewrite again.
I like reading at school.
Ask students who, what, where questions about their sentences.
- Have students rewrite using *we*. We like reading.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: h
- Words: Match high-frequency words
- Thinking: Match words to pictures
- Record: They can read the story by themselves and save it for you to listen to



GOALS

Comprehension

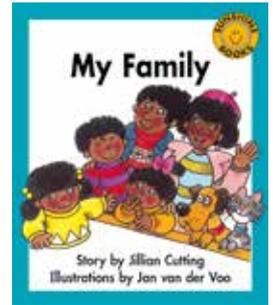
Use prior knowledge and make text-to-self connections

High-frequency words

and, is, me, my, this

Writing

Write a story about family using the pattern of the text



Meet the people in the girl's family.

Before Reading

- Look at the picture on the cover. Ask: Who do you think the grown-ups are? Who do you think will be telling the story? What is a family? What kinds of things do families do together?
- Go to the title page. Ask: What do you think the girl is pointing at? Where else do you find photos? Who would be in a book about your family? How is the family on the cover different to your own family? Ask students to draw pictures of the people and animals they would include.
- Have students notice the left-to-right direction in the pictures on the cover and title page. Ask: Why do you think the illustrator showed the girl pointing from left-to-right? On pages 2–3, which part will you read first. Why did the illustrator decide to draw the pictures this way? Talk about the double-page spread.
- Look at the cover and title page again. Students notice that the words and picture on these pages tell us the beginning of the story. They match the characters on the cover with the photos on the title page.
- Listen to the story together. Have students notice how the highlighting goes from left to right. Focus on print concepts such as directionality, return sweep and one-to-one correspondence of written and spoken words. Talk about these techniques with the students.

Reading the Text

- Students read the story. They can tap on a word to hear it spoken.



After Reading

- Students reread on their own, practising what they have learnt about reading print and using their voices to show what the story means.
- Focus on the capital letter at the beginning of each sentence and the punctuation at the end. Ask students to tell you what the capital letters, full stops and exclamation marks are for.
- Teach the letter name for i at the beginning of is. Students practise forming i and find it in other stories they have read.
- Focus on *is* on each page. Students listen to the sounds and say how many they hear. Use the pen tool to change the s to an n or t. Say sounds in it and in slowly. Students repeat and tell what the words are.
- Have students focus on the content words. Write up the content words one by one and ask questions about them. Ask: How do we know this word is father and not daddy?
- Work together to list names of people in the family that end in -er. Students say what they notice and help list other words that end the same way. Make and illustrate an -er word bank.

Writing

- Students write books about their own families using the pattern of the story. They draw pictures or use family photos to illustrate their stories.
- Students create *My books*. They draw the people in their family and use *My* to label the illustrations. *My mother. My father.*
- Create a class display. Students paint self-portraits and show their family in a thought balloon.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: i
- Words: Match high-frequency words
- Thinking: Match words to pictures
- Record: They can read the story by themselves and save it for you to listen to



GOALS

Comprehension

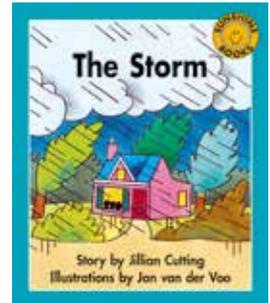
Use the cover to make predictions about the text

High-frequency words

see, the, us

Writing

Create a class big book



Look at the things that happen in a storm.

Before Reading

- Look at the cover together. Students use the high-frequency words and letters and sounds they know to work out the title. Ask: What things happen during a storm? What does the sky do? What does the wind do? What does the picture tell you about the story? Who might the people be inside the house?
- Look at the title page. Ask: Do you think the children will be safe from the wind and the storm? Why?
- Listen to the story together. Ask: How do you feel when there is a storm? Why? What makes storms scary? What makes you feel better if a storm scares you? What sort of place is very unsafe during a storm? Why?
- Students read the author's name and use what they know about other books she has written to say how they think the story will end.

Reading the Text

- Have students read the story. They can use the illustrations to help them work out the text and they can tap on a word to hear it read.

After Reading

- Together, retell the story. Ask: What happened first? What happened next?
- Students listen as you say the sounds in *see* slowly and deliberately. Ask: How many sounds can you hear? What are they? What other words do you know that have the -ee sound? List words together and notice similarities and differences.
- Students read in unison, using their voices to show how the children in the story feel about what they are seeing.
- In re-readings, students can act out each weather word individually, and then work in groups to act the whole storm. They can make storm sound effects by scrunching up sheets of newspaper, for example.



- Focus on the ellipsis on page 7. Students work out that it shows that there is more story to follow.
- Write up the content words. Students use what they know about letters and sounds and their memory for text to read these words in isolation. They tell you what the words mean.
- Students look at the weather words and compare their structure: *wind* has four letters, so does *rain*, *lightning* ends in -ing . They practise reading the words in context.
- Have students read the names of the author and illustrator. Notice that they both begin with J. Practise writing the upper- and lowercase j in the air with students.

Writing

- Create a big book in class about children looking out the window at a storm. Rewrite the story together with a new structure. e.g. We can see the wind. Students decide how the illustrations will change on the cover, title page and pages 7 and 8.
- Rewrite the text, using a new pattern. Can you see the wind? Who can see the wind? Write up the text from the book and write the new versions underneath to show how the sentences have changed or use the pen tool or white text box to write the new text on the story pages and take a screen grab and print them.
- Students make a story map and use it to retell the story. They include the title, pictures and content words. They read the story again to check they have included everything.
- Students paint large pictures or make collage pictures of a storm. They think of colours they would use for the storm and compare with Jan van der Voo's illustrations.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: j
- Words: Match initial letters to words
- Thinking: Sequence pictures from the story
- Record: They can read the story by themselves and save it for you to listen to



GOALS

Comprehension

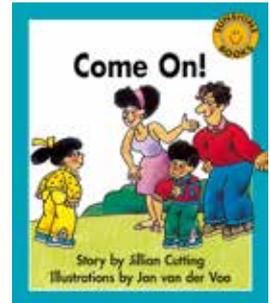
Use speech marks

High-frequency words

come, on, to, up

Writing

Make a sequence chart of the story



Enjoy many of the things you do everyday.

Before Reading

- Focus on the characters on the cover. Students link what is happening in the picture with the words in the title. Ask: Who do you think the people are in the picture? What might they be saying to the girl? What could the title be? What do you think will happen next?
- Have students tell when people in their family say, “Come on!”
- Look through the illustrations together. Ask: Where does the story begin and end?
- Listen to the story with students, model pointing techniques. Students listen and join in as they catch on to the sentence pattern.

Reading the Text

- Students read the story. They can use the illustrations and the pattern of the story to help work out the words they don't know. They can check any word by tapping on it to hear it read.
- Students look closely at each picture. Ask: Who is saying “Come” in this picture? How do the people in the pictures look and act when they ask the girl to come?

After Reading

- Have students look at the title and focus on *on*. They say the sounds.
- Turn to page 6. Say the sounds in *play* slowly and deliberately. Ask students to listen to the sounds and look at the illustration to say what the word is. Ask: What other words do you know that belong to the same word family as *play*? (*day, may, hay*)
- Draw a diagram to show students the circular structure of the story. They compare with what they do in their own days and draw circular diagrams.
- Look at the sentence that matches each event. Teach students the purpose of speech marks and review learning about full stops.
- Have students find the word *breakfast* in the story. They name the letters in *breakfast* and practise writing the word. Teach students how to write the letter k which sounds like the /k/ in come and can.



Writing

- Students use copies of the book to help them draw pictures of each event on a sequence chart. They write what the characters are saying in speech bubbles. Explain why they do not need to include speech marks in bubbles.
- Students help create an illustrated word bank for the content words in the story. They use the word bank as they rewrite and illustrate stories about their own days.
- Rewrite the story together using said. *“Come on. Wake up!” said Dad.*
- Students draw timelines of a day in their lives and refer to the book to compare their day with the girl’s day.

Home/School Link

Have students access the text at home and re-read it on a device. They can then complete the interactive activities:

- Alphabet letters: k
- Words: Match high-frequency words
- Thinking: Sequence pictures from the story
- Record: They can read the story by themselves and save it for you to listen to