

SUNRISE READERS BOOK 9 – DREAM TIME – DO THIS ANSWER GUIDE

Books 8, 9 and 10 include additional, whole-book activities, found on Page 64.

These activities are designed to be used across several days, to consolidate the children's learning and use of the vocabulary and themes introduced in the book.

The children are exposed to further text-related tasks, such as finding and using the Contents Page, drawing together themes from the stories and sequencing events.

The learners are encouraged to use their developing critical thinking skills to express their own ideas in writing.

PAGE 5

Do this: *Write*

After	First	Next	quickly
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1. _____ Jenny has a bath.
2. _____ she eats supper.
3. David gets ready _____.
4. **Draw** you and a friend in your school clothes.

ANSWERS

After	First	Next	quickly
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(Note – the word “after” is not used!)

1. First Jenny has a bath.
2. Next she eats supper.
3. David gets ready quickly.
4. Drawing of two children – may feature school colours.

PAGE 9

Do this: *Write*

1. Sam was a (happy/sad) monkey.
2. Sam was afraid of (jumping/falling).
3. What did Sam eat for his lunch?
4. **Draw** a happy face and a sad face.

ANSWERS

1. Sam was a sad monkey.
2. Sam was afraid of falling.
3. Sam ate a banana for his lunch.
4. **Drawing** of 2 faces, one happy and one sad.

PAGE 12

Do this: *Write*

1. **Write** the words. Circle **all**.
call ball fall tall wall
2. Why/when do you feel afraid?
Tell a friend.
3. Sam ran quickly. Is this **fast** or **slow**?
Write: Quickly is _____.
4. **Draw** Sam the monkey hanging by his tail.

ANSWERS

1. **call** **ball** **fall** **tall** **wall**
2. Oral discussion in pairs.
3. Quickly is fast.
4. Child's drawing of a monkey hanging by his tail.

PAGE 15

Do this: **Write**

1. Chipo (liked/did not like) the story.
2. David said it was a (baby/monkey) story.
3. **Write** the words. Circle **ea**. **Say** the long sound **ē**.
eat each meat please read team
4. **Tell** a friend about a story you like.

ANSWERS

1. Chipo liked the story.
2. David said it was a baby story.
3. eat each meat please read team
4. Oral discussion in pairs.

PAGE 19

Do this: **Write**

1. Who did David meet in his dream?
2. In his dream, David was (swimming/flying).
3. **Write** the words. Put **y** at the end:
sleep **storm** **wind** **dream**
4. **Draw** a dream you like.

ANSWERS

1. David met Sam in his dream.
2. In his dream, David was flying.
3. sleepy stormy windy dreamy
4. Child's drawing of a dream.

WORD SEARCH

Introduction to the concept of a Word Search.

Guided lesson or children can work in pairs or small groups.

1. Read the words in the box above.
2. Look for the words in the word search.
3. All words are written from left to right, except the word Sam, which is top to bottom.

PAGE 24

Do this: *Write*

1. Chipo liked the (big/small) bubble gum best.
2. Chipo (did/did not) pay for the sweets.
3. The big bubble took Chipo (down/up).
4. **Draw** a rainbow road to run on.

ANSWERS

1. Chipo liked the big bubble gum best.
2. Chipo did not pay for the sweets.
3. The big bubble took Chipo up.
4. Child's drawing of a rainbow road, possibly a person on it.

PAGE 30

Do this: *Write*

1. What did Jenny ride on?
2. Who made the boy into a frog?
3. The boy's father was a (frog/king).
4. Make new words. Write **some** first.

Do it like this: some+one = someone

thing	one	where	times
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5. **Draw** something you like most from the story.

ANSWERS

1. Jenny rode on a flower.
2. A bad man made the boy into a frog.
3. The boy's father was a king.
4. **something someone somewhere sometimes**
5. Drawing showing child's choice.

PAGE 35

Do this: *Write*

1. The king had (two/three) dreams.
2. What was the first dream about?
3. What was the next dream about?
4. Were the dreams good or bad?

Tell a friend why.

5. Which words go with each other?
The colours will help.

Write them like this: **big – little**

hot	new	fat	long
thin	short	old	cold

ANSWERS

1. The king had two dreams.
2. The first dream was about cows.
3. The next dream was about plants.
4. **Oral** discussion in pairs – dreams started out good but became bad.
5. **hot – cold new – old fat – thin long – short**

PAGE 40

Do this: Write

1. The dreams were about good and bad (years/people).
2. Joseph said the king must get (thin/ready).
3. What must the king do to get ready?
Tell a friend.
4. **Write** these words. Circle **ai**. **Say** the long sound **ā**.
grain paint again train rainbow
5. **Draw** a thin cow and a fat cow.

ANSWERS

1. The dreams were about good and bad years.
2. Joseph said the king must get ready.
3. **Oral** discussion in pairs – the king must get ready in the good years, collect and store food for the bad years ahead.
4. **grain paint again train rainbow**
5. Child's drawing of a fat and a thin cow.

PAGE 41

Can you find me?

Visual discrimination exercise. Small groups or in pairs.

1. Look at the colour picture and name animals.
2. Look at the key – the line drawings below. Take turns in finding the 7 animals shown in the box below.
3. **Oral** – children discuss what they think the animals are doing.

PAGE 45

Do this: Write

1. Uncle Tim is a doctor for (people/animals).
2. Who will eat the food the boys packed?
3. The boys did 3 things on Saturday.

Write what they did *when* they did it.

1. First they	went swimming.
2. Next they	played football.
3. At the end they	helped Uncle Tim.

4. **Draw** something you do on Saturdays.

ANSWERS

1. Uncle Tim is a doctor for animals.
2. Dogs will eat the food the boys packed.
- 3.

1. First they	helped Uncle Tim.
2. Next they	played football.
3. At the end they	went swimming.

4. Child's own drawing of a Saturday activity.

PAGE 48

Do this: Write

1. When do hens say "Cluck, cluck"?
2. Who looked after the hens?
3. Why do you think there is no egg?
Tell a friend.
4. **Draw** two of the farm animals.

ANSWERS

1. Hens say "Cluck, cluck" when they lay an egg.
2. A woman looked after the hens.
3. **Oral activity** in pairs – deducing and predicting; notice details from the pictures, such as the hole in the wall of the hen hut.
4. **Drawing** – include 2 of the following: cow, pig, goat, duck.

PAGE 51

Do this: Write

1. Where did the woman sit?
2. What came into the hen house?
3. What did the snake take?
4. **Write** the words. Circle ake
snake make cake wake take

ANSWERS

1. The woman sat outside the hen house.

2. A green snake came into the hen house.
3. The snake took the egg. (took is a new word – may use ‘ate’)
4. **snake make cake wake take**

PAGE 54

Do this: *Write*

1. The cooked egg was (soft/hard).
2. Did the cooked egg break?
3. Why did the woman not like the snake?
4. *Write* these words: Circle **ou**.
mouth about outside house count loudly
5. *Draw* the egg thief.

ANSWERS

1. The cooked egg was hard.
2. No, the egg did not break.
3. The woman did not like him because the snake was an egg thief.
4. **mouth about outside house count loudly**
5. Child’s drawing of the snake, possibly with an egg.

PAGE 57

Do this: *Write*

1. What did Rex see in the flowers?
2. (All/not all) snakes hurt people.
3. The brown house snake eats _____.
4. Which words go with each other?
The colours will help.
Write them like this: **long – short**
good well soft happy
hard sad sick bad
5. *Draw* Rex and the snake.

ANSWERS

1. Rex saw a snake (in the flowers).
2. Not all snakes hurt people.
3. The brown house snake eats rats.
4. **good – bad soft – hard happy – sad well – sick**
5. Child’s drawing of Rex with a snake.

PAGE 58 – Read about house snakes

Teaching opportunity!

This information page could be used as the starting point for a class theme about snakes.

Collect and display picture books, posters and simple science or nature books featuring snakes and other reptiles to develop and expand the children's knowledge about these creatures.

PAGE 63

Do this: **Write**

1. Why did two men not stop to help?
2. What did the kind man do to help?
3. **Write** these words. Circle ur.
hurt burn nurse church Thursday purse
4. **Draw** something you like from the story.
Write what it is.

ANSWERS

1. The men did not want to get hurt.
2. The kind man looked after the man who was hurt. (might include – put him on the donkey; took him to a house.)
3. **hurt burn nurse church Thursday purse**
4. Child's own drawing showing some aspect of the story.
Simple sentence about the drawing.

PAGE 64 – Have fun!

(The children can complete these activities over a number of days.)



TIP!

Teacher-led, explicit guided lessons will model what is expected from the children.

These activities offer a review of the whole book. Use small groups or whole class sessions to ensure the children know where to find the Contents page, how to look through the book to find the highlighted stories and that they have an exercise book in which to write.

Reminder – don't write in the text book!

Do this

1. **Read and write:** Look at the Contents Page at the start of this book. Write down three stories you liked. Tell a friend why you liked them.
2. Four people had dreams in this book.
Write the number of the dream and the name of the person who dreamed it.

Illustrations from the book depict the following people:

1. David	2. Chipu
3. Jenny	4. The king

ANSWERS

1. The child lists 3 stories of their own choice.
Oral activity: in pairs or small groups, the children discuss the stories they chose and state *why they liked those stories*.
2. Children look back through the book to find the stories illustrated. They list the number and write the name of the person depicted:
 1. David
 2. Chipso
 3. Jenny
 4. The king