

# Sunrise Readers

Teacher's Manual



VG Jenkins • CA Lewis



# *Contents*

|   |    |
|---|----|
| Preface: The Sunrise Readers Reading Scheme         |    |
| Introduction  | 1  |
| Brain development and reading readiness             | 1  |
| Pre-reading   | 2  |
| Teacher preparation                                 | 4  |
| Practical suggestions for teaching reading          | 6  |
| Games   | 10 |
| The teacher's reading record                        | 13 |
| Phonics and reading                                 | 14 |
| A suggested progression for the teaching of phonics | 15 |
| Phonics games                                       | 19 |
| How to introduce learners to new reading books      | 21 |
| Phonics sounds and clue words                       | 22 |
| Book 1: Friends                                     | 24 |
| Book 2: Work and Play                               | 28 |
| Book 3: Home and School                             | 32 |
| Book 4: Story Time                                  | 35 |
| Book 5: We Come and Go                              | 38 |

# *The Sunrise Readers Reading Scheme*

This Teacher's Manual lays the foundation and establishes methods for the approach to the teaching of reading that will be consolidated throughout the Sunrise Readers Reading Scheme.

By the time learners have completed Sunrise Readers Book 5, a very basic foundation for reading will have been laid. The *Look and say* and *Whole sentence* approaches to teaching reading will be giving way to the thorough and systematic teaching of phonics, which has been happening alongside. Children will still be introduced to sight words as laid out in this manual, but – if teachers have applied themselves efficiently to teaching phonics alongside word recognition skills – children will now be able to sound out and break down many words for themselves.

The popular **Do This** *comprehension exercises* are introduced from Book 6. Along with giving children essential practice, these exercises provide teachers with simple, useful assessments of the children's understanding/comprehension of each story and of the vocabulary introduced. They also provide practice of phonic skills encountered in each story. Simple **Do This** exercises and teacher tips for Books 1–5 are available, along with other valuable resources, on our website.

The Sunrise Readers Reading Scheme consists of the revised Sunrise Readers books 1–10, and the original books 11–20, followed by the Sunrise Readers Blue and Red books for later grades. The same pattern outlined in this manual can be followed throughout. The method laid out in this manual for introducing and surveying each new book as it is issued to the learners should be used for each new book.

***“The Sunrise Readers have established a culture of reading in our country.”***

*Grade Two teacher in Zimbabwe*

## **What is a reading scheme?**

A reading scheme consists of a series of books that have been carefully compiled to help learners learn to read and develop their reading skills.

# *Introduction*

This manual is intended as an essentially practical companion for the reading scheme. It does not set out to expound the philosophy or psychology of reading, but is an aid for grades 1 and 2 teachers in the teaching of reading. It is meant specifically for use with the reading scheme.

The ideas and suggestions that follow arise from many years of practical experience. They are given as a seed to be developed and built upon as suits each individual teacher.

## *Brain development and reading readiness*

In recent years, there have been major advances in understanding the importance of brain development in children. Children of the same chronological age will show wide variations in their readiness to start learning to read. The developmental stages in the brain must occur before a child is able to cope with reading tasks. Teachers should beware of labelling a child's intelligence when, in fact, his/her brain is still maturing.

Teachers who are aware of early childhood development will enrich the learning environment (inside or outside the classroom) and so enhance the opportunities for brain development. Making use of pre-reading activities, paying close attention to how each child manages in the class environment and looking out for "reading readiness" indicators will enable the teacher to tailor the reading programme to suit the child.

Activities that involve whole body movement are vital: marching – opposite arm to opposite leg; climbing that involves pulling and pushing the body; obstacle courses where a child has to solve problems; to move over, under and through obstacles, and to engage whole-brain thinking.

# *Pre-reading*

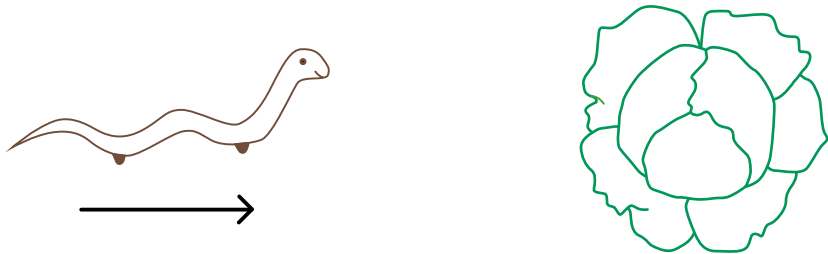
Pre-reading and pre-formal learning activities are essential. The time spent on these activities will vary from class to class but it is advisable for all children to be exposed to these activities as a period of readiness training. The teacher must view this time as a valuable investment in the children and not as a series of time-filling exercises.

Not only is this an important time for the children, but the teacher has an opportunity for careful observation. The teacher should attempt to get to know the children as individuals. During this time and should notice such points as whether the child has established a preferred hand.

All the games and exercises should be designed to help the teacher discover more about the child's level of development. Some fundamental suggestions follow but many more activities are competently covered in excellent resource books and on the internet.

## **1: Left-to-right**

These should aim to co-ordinate eye-hand movements and enable the child easily to cross her hand from one side of her body to the other without changing hands.



In the example above, the child would be told to put his crayon on the worm and to draw a path for the worm to go to the cabbage. Cards such as this could be laminated. The child then uses a felt-tip pen which can be wiped off with a damp cloth. In this way, the cards are reusable. Another alternative is to give each child his own duplicated sheet with four to five examples on a page.

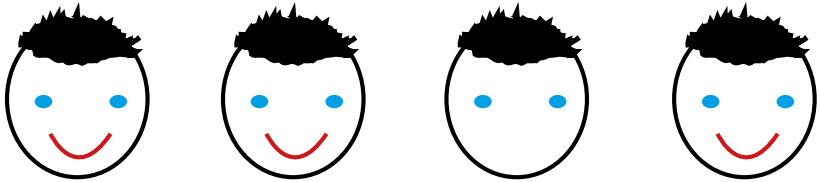
Other ideas are:

- a train going into a tunnel
- a butterfly flying to a flower
- a bird flying to her nest.

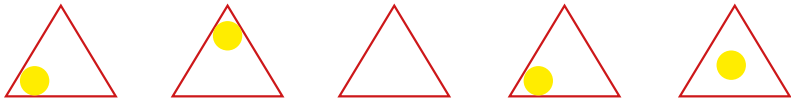
## 2: Visual discrimination

This is an essential skill when using the **Whole word** or **Look and say** approach to teaching reading.

- a) The child should be able to distinguish small differences in shapes, pictures and patterns. From a row of similar pictures, she should be able to pick the odd one out.



- b) Using the same skills, the child should be able to identify two that are identical.



## 3: Visual memory

This skill can be trained by showing a simple shape, such as these shown above, for a short time and asking the child to draw it when it is removed.

**Kim's Game** also aids memory: A small selection of objects is presented to the children. The children close their eyes and one object is removed. The children are called upon to recall what is missing. Alternatively, an extra object can be added to the selection. The children then identify this.

Of necessity, much of this work is done orally on a class level. This is an opportunity for the teacher to establish the child's level of understanding, development and use of language, and level of vocabulary. Any major speech or hearing disorders may be detected at this time.

## Teachers! Try this for fun!

**You will be reminded how difficult the process of learning to read is for our young learners.** (*Do not try this with your class.*) This is an example of how complicated text might appear to a child who is encountering text for the first time.

☒ ㄗㄗ ㄗㄗㄗ ㄗㄗㄗㄗ ㄗㄗㄗㄗ ㄗㄗㄗㄗ ㄗㄗㄗㄗ ㄗㄗㄗㄗ

It makes no sense and many of the symbols look similar, or are reversals of each other (In our alphabet, for example a child needs to be able to swiftly distinguish between letters such as d and b : db, or q and p : qp, then numerals add to the confusion : 6 and 9 : 69, or 2 and 5 : 25.)

The text above is revealed to be -

☒ ㄗㄗ ㄗㄗㄗ ㄗㄗㄗㄗ ㄗㄗㄗㄗ ㄗㄗㄗㄗ ㄗㄗㄗㄗ ㄗㄗㄗㄗ

The cat sat on the mat.

## Teacher preparation

Whilst preparing the children for reading, the teacher must be very well prepared for the time when the children begin actually learning to read text. In classes where the children have attended nursery schools, many of the pre-reading activities mentioned above will have been covered. Thus, these children will be ready to begin reading earlier than those without such exposure.

- 1 The teacher is the key to how the class will respond to reading. **It is vital that she be excited and enthusiastic about reading**, and that she infuse the children with the same enthusiasm for reading and books. **We also cannot over-emphasise the importance of adults reading to children from the earliest age.**

- 2 Practical preparation can be time-consuming but the value of the time invested cannot be overestimated.

At this early stage in reading, each picture tells a story. The child will not pick up much from the text alone. The teacher should be familiar with all the picture stories in Book 1 and at least the first few in Book 2. When teaching the words, the teacher must tell the story shown in the pictures. At these times, as much attention to detail and humour as possible should be injected into the story telling. This is the teacher's opportunity to bring the Sunrise children to life as she introduces them to her learners.

During discussions of the pictures, the teacher will be able to develop a sense of anticipation in the children. Through simple questioning, she can help the child to understand what has already happened by what he sees. In the same way, she can teach him to anticipate what might happen next. e.g.: When using the picture of David's boat on Page 6, the teacher might ask, "What do you notice about David's boat?" "What do you think will happen next?" "Why do you think that?" etc.

- 3 **Basic equipment** must be ready before the children are. Flashcards must be made for each word in the book. Teachers will need to make their own flashcards. Some words look completely different when using a capital letter. Such words need a separate flash card showing the word with a capital. e.g. **go Go; down Down**.

Each card should be about 25 cm x 7 cm. These can be neatly stored in a shoe box, with dividers to keep words from other books getting muddled.

- 4 **Sentence strips** need to be made for practising the words. The first three books should be prepared in this way. The strips must use sentences from the books, or the teacher can make up her own simple sentences using the words from the book.

**See David and Tatenda run.**

**Come and find my Fluff.**

- 5 Build up a selection of games. Ideas for these will be detailed later.



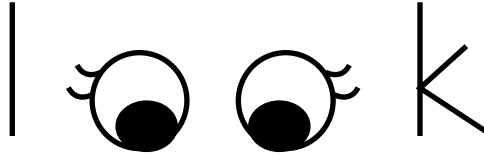
# *Practical suggestions for teaching reading*

**For the convenience of the teacher, each Sunrise Reader has a word list at the back. This list gives all the words that are introduced for the first time. The teacher can build up her collection of flash cards from these lists.**

- Once the class has embarked upon the pre-reading program, the teacher can begin introducing reading words using the **Whole word** or **Look and say** approach. At this point the child does not have the phonic knowledge necessary to sound out words. This will develop alongside and will soon take preference over **Look and say**.
- The characters and the stories are introduced and discussed. The children learn the Sunrise characters' names and identify them visually before reading the books.
- The first words (see the word list at the back of the book) could be introduced at the end of the first week of school, depending on the teacher's assessment of the children's readiness.
- Only one or two words should be introduced each day. These must be reviewed and drilled daily along with each new one added. 'Drilling' involves daily repetition and the children may be asked to repeat the word three times whenever the flashcard is held up. The games and suggestions following also contribute towards effective drilling. The best learning occurs when new work is practised little and often, for example, at every lesson change over, before going out for break, and before home time – run through the day's words again. Use 'action words' like **go/jump/run/come** or take the children outside, show the flashcard and let them **run**; blow a whistle and change the flashcard/command word to **jump**; blow the whistle, change the flashcard/command word to **come**, etc.

## **How to introduce a word**

The teacher introduces the first word with a flash card. She tells the children what it says, for example, "This word says 'look'. Look. Can you say 'look'? What do we look with? Yes, our eyes. Can you see these two round eyes looking at you here?" (Points to **oo** in the word). She can draw two eyes into the word on the chalkboard.



It is very useful if the teacher can devise as many 'memory hooks' as possible for the words. The use of finger play also serves as a memory aid. For example, the children can 'look' through the circle made by their thumb and forefinger, repeating 'look' over and over.



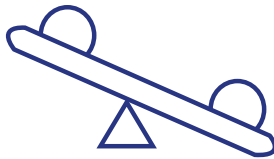
**Some other suggestions:**

- **Oh** – a round mouth, children make their mouth round when they say "oh".
- On the board, the teacher can write the word and then show a face.



- **come** – make a beckoning finger in the shape of 'c'.
- **up/down** – a see-saw

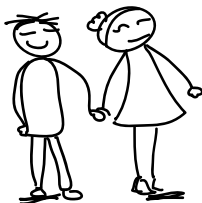
up



down

**and** – a friendly word that joins people and things together. Get the children to hold hands, place the 'and' card above their hands.

and



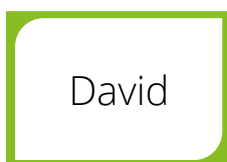
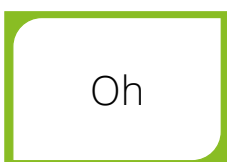
Then a **sentence strip** using the word is read to the children, who repeat it, for example:

### Tatenda and David

**Activities to help reinforce the words can be introduced as games.**

**For example:**

- matching the flashcard to the words in the sentence strip.



- matching the flashcard (especially for the characters' names) to the correct picture.
- Using the flash card with the new word, the teacher can hide it amongst four or five other words. The children have to hunt for the word. They whisper the other words but when they see the word they are hunting, they call it out and shoot a hand into the air.

The words and sentence strips can be drilled as a class. Vary this: just the boys saying the words, then just the girls, or individuals called upon to read alone.

Practical organisation of the daily reading (which must be done with each child) begins once 4 or 5 words are known. A suggestion for this follows:

- Set aside two soap boxes for each child with her name on each box. One is to stay at school. The second box is to be taken home and returned to school daily. It can be decorated with a small picture.
- The teacher has duplicated a set of small word flash cards and sentence strips. These are put in the soap box that stays at school. As a child recognises a word, she takes home the sentence strip and words in her home box and these should be practised with the parents.
- Once all the words for Book 1 have been learnt, the child takes home the book. This should have a marker with the child's name on one side. On the other side there should be a partition for the pages set daily and a space for the parent's initials, signifying that the reading was practised at home. New pages are read to the teacher first and then practised at home.

|      |        |      |
|------|--------|------|
| Paul | Pages  | Sign |
|      | Book 1 |      |
|      | 1-5    |      |
|      | 6-10   |      |

- At this point, while the children are reading Book 1 at school and at home, words for Book 2 are introduced.
- When Book 3 is introduced, the teacher stops using the soap boxes with small flashcards and sentence strips. Instead, the children progress to word lists for home practice. These are duplicated and stuck into small notebooks (A6 size). Each list should have 4 or 5 words on it. This may increase towards the end of the year. At this point, the children are able to learn three or four new words each day. It is practical and convenient to keep the children a book ahead on words. This means they can progress to the new book as soon as they complete the old.

# Games

Children must be taught how to use the games. Unless they are told that these are precious items that took the teacher many hours to make, they will not appreciate their value! The time taken to teach them to use the games properly at the outset is well spent. At a later date, when the class is more distinctly grouped into abilities, the children are able to use the games without supervision.

## 1: Stepping stones

Use the flash cards already made or make cardboard outlines of stones with the words written on them. The flash cards are spaced out across the floor with enough space between each for a child to stand.

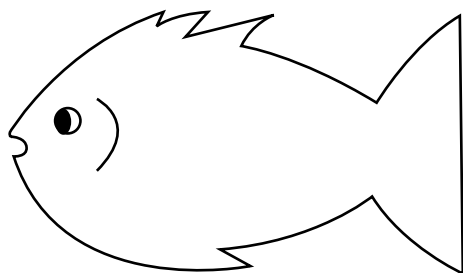
Tell the children a story of the situation – they are walking in a field when they come to a stream. The only way across is by stepping on the ‘stones’. But the stones are slippery. If they can read the word they are safe, but if they cannot, they slip off into the water!

The teacher makes sure that the child is certain of the word he did not know before he has to sit out of the game. (Ensure that children who are “out” watch the others play so that they are still learning.) The teacher may want to group those children who made errors so that she can have an intensive time of revision with them. Those children who cross safely should receive applause from the rest or be given some form of praise and reward. ***Make the games fun!***

## 2: Fishing

Cut outlines of fish sufficient for each word and for those needing capital letter practice. If possible, use coloured cards or paint the fish and laminate them. Write one word on the back of each fish. Make a large painted fishpond from a sheet of card.

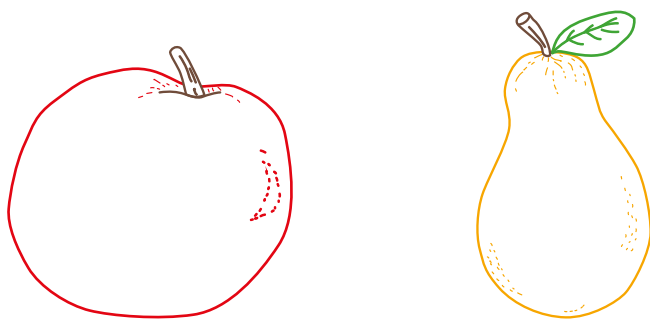
The fish are placed word-down on the pond. The children take turns to choose a fish. If they can read the word, they hold the fish. If not, once the word is told to them and they repeat it, they replace the word (fish) on the pond.



### 3: Apple tree

Cut outlines of apples or any fruit from coloured card, sufficient for each word, as well as those needing capital letters. Paint or make a large tree. The apples are stuck to the tree with stickistuff, with the coloured side facing the children and the word hidden against the tree.

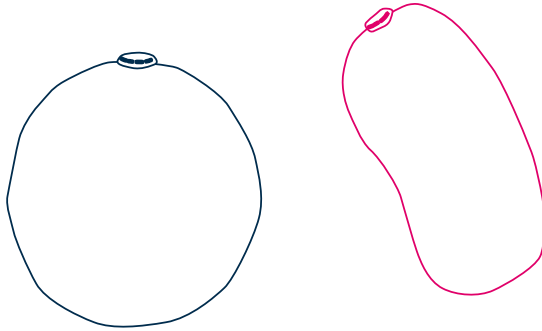
The children choose an apple. If they can read the word, they hold it (or put it in a basket or give it to the teacher.) If not, the apple must go back on the tree. Vary this game by using bananas, oranges, lemons, etc.



An example of simple fruit templates.

## 4: Party balloons

Use a large picture of a child or a friendly-looking animal. In one hand she holds a lot of strings which are attached to coloured balloons. Each balloon has a word on the back. The game is played in the same way as the apple-tree game.



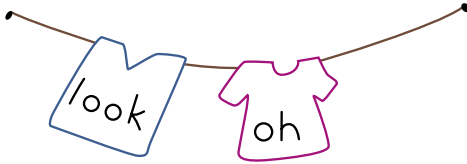
## 5: The squirrel

Paste a picture of a squirrel (it could be any relevant animal) onto board. Have a large supply of cardboard fruit, acorns or nuts. A small cup is placed next to the squirrel. If the child can read a word from a flashcard, he can put a fruit, acorn or nut into the cup.



## 6: Clothes line

Fold coloured paper in half and cut out the shapes of clothing. Put one word on each. These are hung by the fold on a string 'clothes line'. If the child can read the word, she can take the clothing off the line.



### Note:

Teachers, please note that wherever possible, **make sure the child succeeds with these games**. The game is supposed to be a fun reinforcement and if the child never gets to keep his fish or apple, he will be discouraged.

The games can be used in reverse, for example, the teacher hands out an apple and the child reads it and sticks it back onto the tree.

All these games can be adapted for use with phonic and number work. A phonic rule or number bond can be put on the back of the outlines. The children hold these if the correct answer is given. A fruit is fed to the animal if the child recognises a phonic rule, etc.

## *The teacher's reading record*

The aim of this document is to keep track of which book each child in the class is reading. At any time, the teacher should be able to pinpoint exactly where each child is. Ideally, the Grade One or Two teacher should aim to listen to each child read at least twice a week. This can take a long time. To make this easier, an efficient record should be compiled before the children are issued with their books. This record should help the teacher, not be a complication. It should show the



necessary information and not be cumbersome. If the reading record is kept in a maths exercise book, from the second page, cut away the margin and first square of the remaining pages. In the left-hand margin on the first page list all the children by name.

At the top of the page write the title: Book 1. Then the book is sectioned into convenient reading units by page numbers. This is done for each book following.

Each day, the teacher ticks off the next section of the reading set for each child. Later in the year, some children may read two or three sections a day, depending on their ability. The teacher may choose to write the date instead of ticking off each section.

| Book 1 |     |      |       |       |       |
|--------|-----|------|-------|-------|-------|
|        | 1-5 | 6-10 | 11-14 | 15-18 | 19-22 |
| Mfazo  | ✓   | ✓    | ✓     | ✓     |       |
| John   | ✓   | ✓    | ✓     |       |       |
| Tapiwa | ✓   | ✓    | ✓     | ✓     | ✓     |

## *Phonics and Reading*

Phonics is the teaching of the *sounds* of letters and groups of letters.

The **Look and say** or **Whole word** approach to teaching reading has been recommended to *start* the children on their reading journey. However, this method alone will not equip the child for the world of books. **The systematic teaching of phonics is essential to the process of learning to read.** A child can only retain a limited amount of sight words before her phonic skills need to take over and enable her to decipher new words.

In order to tackle unfamiliar words, a child must be able to associate the sound of a letter with a printed symbol. Thus **the teaching of phonics is vital.** We recommend that teachers diligently follow a tried and proven phonics scheme.

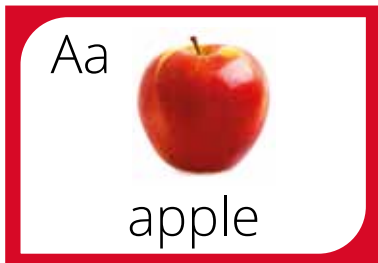
# *A suggested progression for the teaching of phonics*

There are many excellent sources on the teaching of phonics which are available to the teacher. The following is a skeleton outline for an approach to phonics. Details, methods and ideas are left for the teacher to fill in. This is given more as a guide to the phonic skills a child should have mastered by the end of Grade Three.

There are six basic steps in the teaching of phonics.

## **1: Learning to recognise vowels**

Children readily learn that the letters **a e i o u** are called **vowels**. All letters should be introduced with a picture association.



Vowels have a short sound and a long sound. The short sound is introduced first. Phonetic marking for the short and long sounds can be used at this stage. They help the child identify the sound and promote correct pronunciation.

| Short sound | Long sound |
|-------------|------------|
| ă - apple   | ā - acorn  |
| ĕ - egg     | ē - eagle  |

## 2: Learning to recognise consonants

When the children are familiar with the vowels, they can learn that all the other letters in the alphabet are called consonants. Again, flash cards and charts with a picture association must be used, having the consonant as the first sound.

Examples: f - fish, g - goat, h - hippo



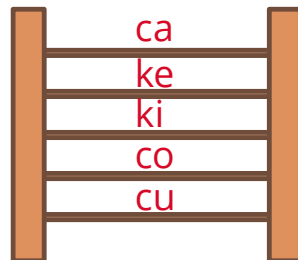
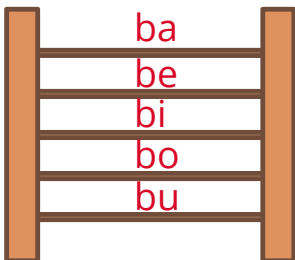
The one exception is 'x' because it says the sound of 'z' as an initial consonant, for example, xylophone.

The letter 'x' represents a 'diphone' – one letter makes 2 sounds "k-s" as in "box".

The children can be taught to say '**ex says ks**' and to find the letter saying the correct sound at the end of words e.g. fox **box**.

## 3: Learning to blend two letters together

The first blends children should tackle should be a consonant and vowel blend. Each consonant in turn is blended with each vowel. These can be displayed as a step ladder.



(c and k share a ladder because 'c' says 's' with 'e' and 'i'. e.g. celebrate city)

Children can be encouraged to find the initial blend and words they already know from their readers, for example, Je – Jenny and their own names such as Da-niel and Be-tty.

As their knowledge increases, they can break down and build up many known words.

#### 4: Learning to sound out one-vowel or *cvc* words (consonant, vowel, consonant)

- By using their blends, the children can begin to sound out simple words.

Examples: ba-t, be-t, bi-t

- Now the children can learn rules off by heart. These will help them to unlock new words.
- **Rule:** When there is one vowel in a word it usually says its short sound. Final consonants are added to the blends to make these simple one-vowel words.

Examples: ma-n, me-t, mi-ss, mo-p, mu-d

- The first letters to use as final consonants should be: b, d, f, l, g, m, p, s, t.
- **Rule:** When two of the same consonant stand together, they say their sound once.

Examples: giggle, rabbit, pillow, bubble

#### 5: Learning to sound out two-vowel words

**Rule:** When there are two vowels in a word, the first one usually says its long sound and the second one is silent.

This rule covers many concepts, such as 'fairy e' or silent e on the end of a word.

Examples: māde, trāin, rōad

In practising these skills (Points 4 and 5), the children should be able to identify the following facts about a word:

- a) How many vowels in the word?
- b) Will the vowel have a long or short vowel marking?
- c) How should the word be pronounced?  
e.g. lăck lāke  
băck bāke

## 6: Learning to sound out consonant blends

Explain to the children that a consonant blend is two or more consonants blended together in pronouncing a word. Each blend should have specific rule and clue word with an associated picture. This acts as a memory hook for the child. His memory can be prompted by saying, 'It is spelt like **sh** in ship.'



ship

Children need more than daily revision of this rule. They need to learn to apply it to other words using the same rule: e.g. shop, ship, shout.

With practice like this, they will quickly learn how to sound out new words.

An alphabetical list of the rules and suggestions for clue words is given at the end of this section. The rules need to be thoroughly drilled so that the children have learned them by heart. The spelling of the blends can be taught from the end of Grade 1.

Example: s-p-r says spr in spray.

## *Phonics games*

**The learning of these rules must be made fun for the children.** The games suggested for reading can be adapted for use with phonic rules.

- a) A blend can be written on to a cut-out template. The child has to identify the blend and give the clue word.
  - b) Words using the rules are written on two or more cut-out templates (e.g. trip train tree). The child has to identify which rule is being used (e.g. tr in tree).
- **Team races** can be arranged to practise the rules. The class is split into teams. A 'race track' is drawn on the board. Each team is represented on the 'race track' by a cut-out picture. As each member of the team says a rule correctly, their picture moves a step forward. The chalkboard has a great part to play in phonic learning.

- **Pass the chalk**

The teacher writes two or more identical lists of words using the rules she wants practised. The children are put into two or more teams, one child for each word. The first child holds the chalk. At the signal **go**, the child must circle the rule or mark the vowels of one word and pass the chalk to the next child in his team. The first team to finish the marking correctly wins, for example:

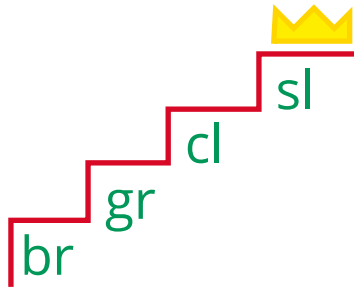
snāke

snäck

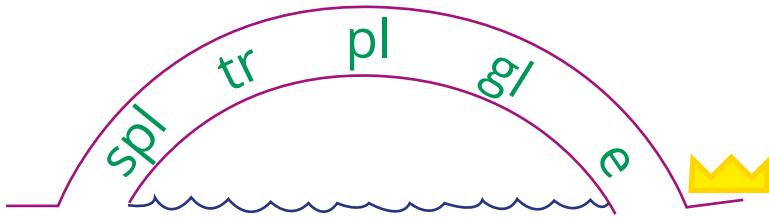
snāil

- **Staircase**

The teacher makes a cardboard crown. On the chalkboard she draws a simple staircase, each step having a blend, rule, vowel or whatever needs practice. On the top step she draws the crown. If a child can climb all the way to the top by saying the rules correctly, the child says 'crown' and wears the crown until the next child completes the climb successfully.



- **The bridge**



This operates in the same way as the staircase.

- **True and false (Thumbs up!)**

The teacher says a rule, sometimes deliberately incorrectly. If it is correct, the children give a thumbs up sign. If it is wrong, they give 'thumbs down' and one child is chosen to give the correct rule.

## How to introduce learners to new reading books

- Teach the children to take care of books (i.e. clean hands, no food, store in a safe place ,etc.)
- Before opening the book or starting to read, assist the reader, whether in a group or individually, to look at **the book covers**.
- Ask the children to study the outside covers and talk about what they observe. (They are likely to focus on the picture.) Explain the other features and give their correct names, for example, “This is the **title** of the book. The words say ‘Work and play’. Can you guess what the stories in this book might be about?”
- “Here are the names of the **authors**. An author is a person who writes books.”
- Allow the children to talk about what they think the book may be about.



## Phonic sounds and clue words

a – ant  
a – banana  
al – also  
al – talk  
air – hair  
ang – clang  
ar – car  
ar – dollar  
ar – warm  
arr – marry  
are – care  
au – sauce  
augh – caught  
aw – saw  
ay – day (ā)

b – bat  
bb – rabbit

c – cat  
ck – duck  
k – kitten  
c – city (s)  
ch – church  
ch – chorus  
cl – clap  
cr – crab

d – dog  
dge – fudge  
dr – drum  
dd – ladder

e – bed (ē)  
e – me (ē)  
y – baby (ē)  
ea – leaf (ē)  
ea – bread (ē)

ea – steak  
ear – ear  
ear – bear  
ear – earth  
-ed – looked (t)  
– played (d)  
– wanted (id)  
eigh – eight (ā)  
er – verse  
err – merry  
es – torches  
est – highest  
ew – flew  
ew – few  
ey – key (ē)  
ey – obey

f – feather  
ff – puff  
gh – cough (f)  
ph – phone (f)

g – goat  
gg – egg  
g – giant  
ge – cage

h – hat

i – pig (ī)  
i – rhino (ī)  
ie – brownie (ē)  
igh – high (ī)  
ir – bird  
ire – fire  
y – fly (ī)  
y – crystal (ī)

j – jam

k – kitten

l – leg

ll – fell

le – crocodile

m – man

mm – hammer

mb – lamb

n – net

ng – king

n – pink

gn – gnaw

nn – sunny

o – pot (ö)

o – go (ō)

o – come (ü)

oa – boat (ō)

oi – coin

oy – toy

or – fork

or – work (with w)

wa – wash/swan(ö with w)

ou – house

ow – cow

ow – bowl (ō)

ou – enough (ü)

ough – thought (aw)

oul – would

p – play

pp – puppy

q – queen (c)

r – rain

wr – write

s – snake

ss – dress

sh – ship

c – city (s)

sion – television

t – tap

tt – little

tain – mountain

tch – match (ch)

th – thick

th – this (voiced)

u – bus

o – glove (ü)

ur – purse

ure – picture

oo – look

u – bull

v – van

ve – five

w – water

wh – whale

u – quilt (w)

y – fly (ī)

y – baby (ē)

y – crystal (ī)

z – zero

zz – buzz

ze – sneeze

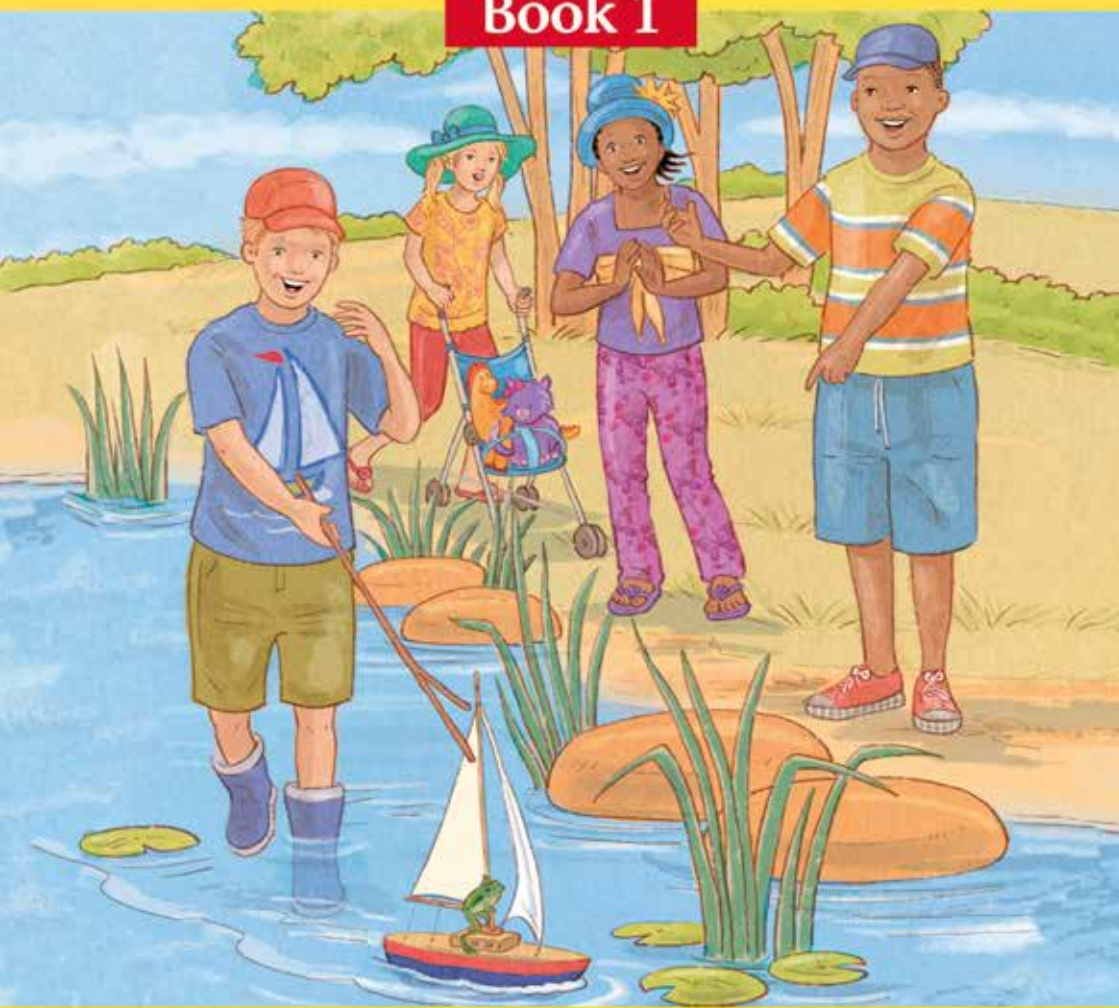
se – hose (z)

Sunrise Readers



# Friends

Book 1



# *How to use this book*

We suggest that you introduce the children to their new books in three short lessons over the period of the week before the children begin to read the book.

When first issuing the child with her Sunrise Reader, teach the child to survey the book to gain information about it before starting to read it. This is excellent practice with all books.

## **Session One**

### **Draw the child's attention to the front cover.**

Ask the children these questions.

- See this word? Do you know what it says? **Friends**. (Explain that this is the **title** of the book.)
- If the title of the book is **Friends**, what do you think the stories will be about?
- What are these names? (Explain that these are the **authors** of the book.)
- Look at the picture.
  - Who do you see?
  - What are they doing?
  - Tell me about what else you see in this picture.
  - What do you think will happen next?

## **Session Two**

### **Back cover and summary of the book**

Ask the children to turn the book over to see what is on the back cover. They will see a list of the first five Sunrise Readers. You may read aloud the titles that the children will encounter next. Most adults scan the back of a book to find a summary which helps them to decide if they want to read it. Here is a way to summarise the contents of the book with the children. Look through the book in advance.

Select a picture that represents the content of the book. (The front cover already does this, so try to find another relevant picture.) Here we have page 20, where all of the **Friends** are seen, playing with the dog Rex.



Write on the board, or display a sentence strip that summarises the content of this book. For example:

**Tatenda, David, Chipo and Jenny are friends. Rex is their dog.**

Read the sentences to the children, pointing at the words.

Do this a few times.

Ask the children to repeat the sentences with you.

## Session Three

### Thinking skills

Pose a question that encourages the children to think and evaluate as they read the book. Example:

**What games do the friends play in this book?**

Page through the book with the children and let them discover which games are played. Talk about these.



**These are just a few!**

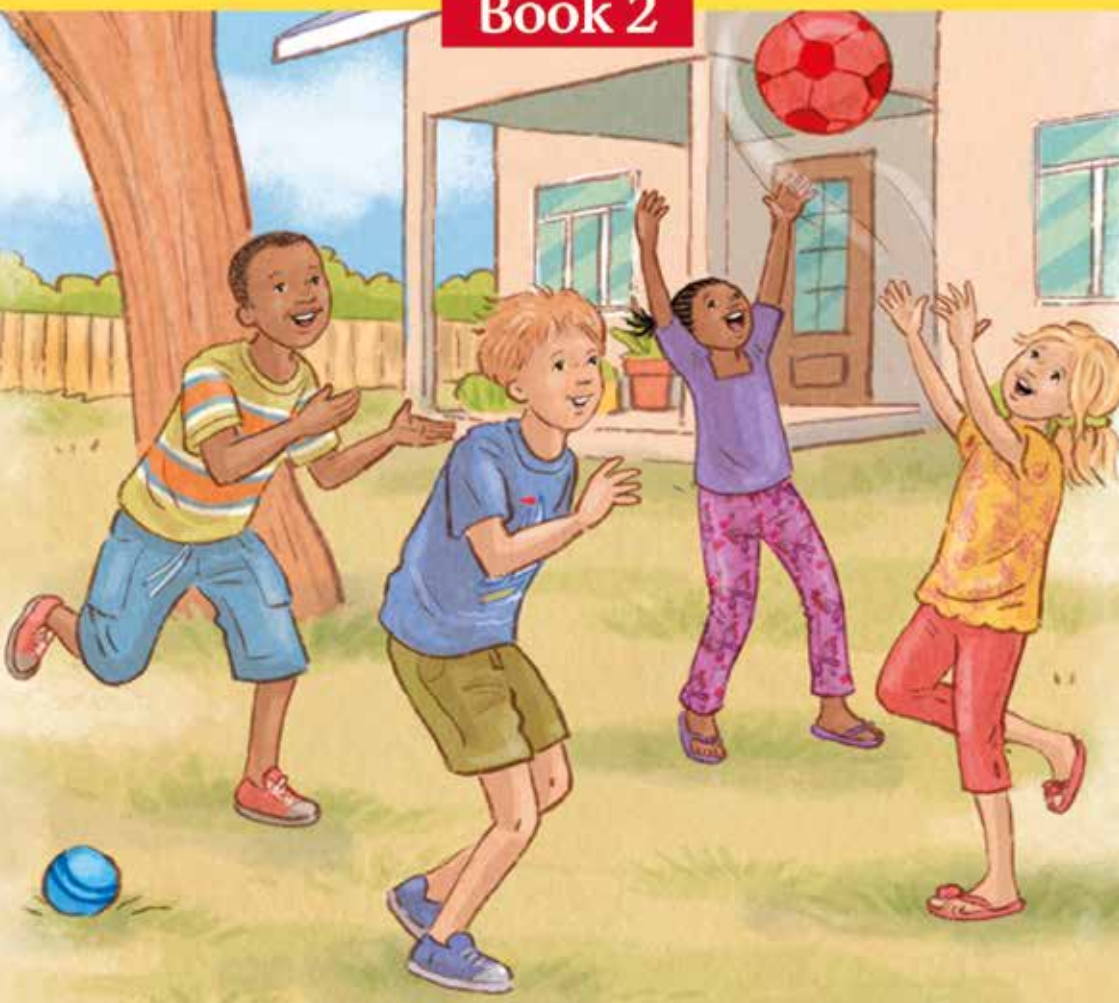


Sunrise Readers



# Work and Play

Book 2



# *How to use this book*

## **Session One**

**Draw the child's attention to the front cover.**

Ask the children these questions.

- See these words? Do you know what they say? **Work and Play** (Explain that this is the **title** of the book.)
- If the title of the book is **Work and Play**, what do you think the stories will be about?
- What are these names? (Explain that these are the **authors** of the book.)
- Look at the picture.
  - Who do you see?
  - What are they doing?
  - Tell me about what else you see in this picture.
  - What do you think will happen next?

## **Session Two**

**Introducing the main Sunrise characters**

Help the children to recognise the names of the new characters introduced in this book: Father, Mother, Uncle Tim, Grandmother. Write the names on the board or on flashcards. Ask the children to page through their books and find the characters. ***This could be broken into single sessions, introducing one character each day.***

Example:

**Mother**

The word is displayed. Say: Look through the book. Find the pictures with Tatenda and Chipo's mother.

Use questions to talk about Mother and develop her character with the children.





## Teaching tips

### Phonics focus

The teacher will be consistently introducing sounds to the learners as well as drilling sight words.

More CVC (consonant-verb-consonant) words are present in this book, making it easy for the children to try to sound out unfamiliar words.

Blends – Say the **sounds** (*not* the letter-names), then the words – **r-u-n = run.**

Try these CVC words: **mu-m; da-d; ca-n; bu-s; bi-g; ma-n; we-t.**

### Introducing more complex-looking words:

It helps to introduce these with a picture.

Example:

The word 'crocodile' is easily recalled if displayed with a picture.

**crocodile**



## Session Three

### Summary of this book

Here is a way to summarise the contents of the book with the children.

Select a picture that represents the content of the book, **Work and Play**. (The front cover already does this, so try to find another relevant picture.) Here we have page 11, where Tatenda and Chipo's family are seen working.



Write on the board, or display a sentence strip that summarises the content of this book. For example:

**We all work and play. We help and play.**

Read the sentences to the children, pointing at the words. Do this a few times. Ask the children to repeat the sentences with you.

## Session Four

### Thinking skills

Pose a question that encourages the children to think and evaluate as they read the book. Here are three questions which could be dealt with in three separate sessions.

1. What jobs are in this book?
2. What games do the children play?
3. How do the children help?

Page through the book with the children. Let them find stories where the children are working and playing. Talk about these.

Sunrise Readers



# Home and School

Book 3



# *How to use this book*

## **Session One**

### **Draw the child's attention to the front cover**

Ask the children these questions.

- See these words? Do you know what they say? **Home and School** (Explain that this is the **title** of the book.)
- If the title of the book is **Home and School**, what do you think the stories will be about?
- What are these names? (Explain that these are the **authors** of the book.)
- Look at the picture.
  - Who do you see?
  - What are they doing?
  - Tell me about what else you see in this picture.
  - What do you think will happen next?

## **Session Two**

### **Summary of this book**

Here is a way to summarise the contents of the book with the children.

Select a picture that represents the content of the book, **Home and School**. (The front cover already does this, so try to find another relevant picture.) We recommend page 18, and possibly pages 24–25 where the boys are riding to school in uniform.

Write on the board, or display a sentence strip that summarises the content of this book. For example:

- The boys and girls play at home.
- The boys and girls go to school.
- “Teach me!” say the boys and girls.

Read the sentences to the children, pointing at the words. Do this a few times. Ask the children to repeat the sentences with you.

## Session Three

### Thinking skills

Pose a question or questions that encourage the children to think and evaluate as they read the book. For example:

**What do the boys and girls learn in this book?**

As with previous books, the children can page through the books and find what the children learn in this book.

### Teaching Tip

**Direct speech** is introduced in the book – explain how the marks “ and ” show that a person in the story is speaking. Help the children to recognise the marks before they meet them in the book.

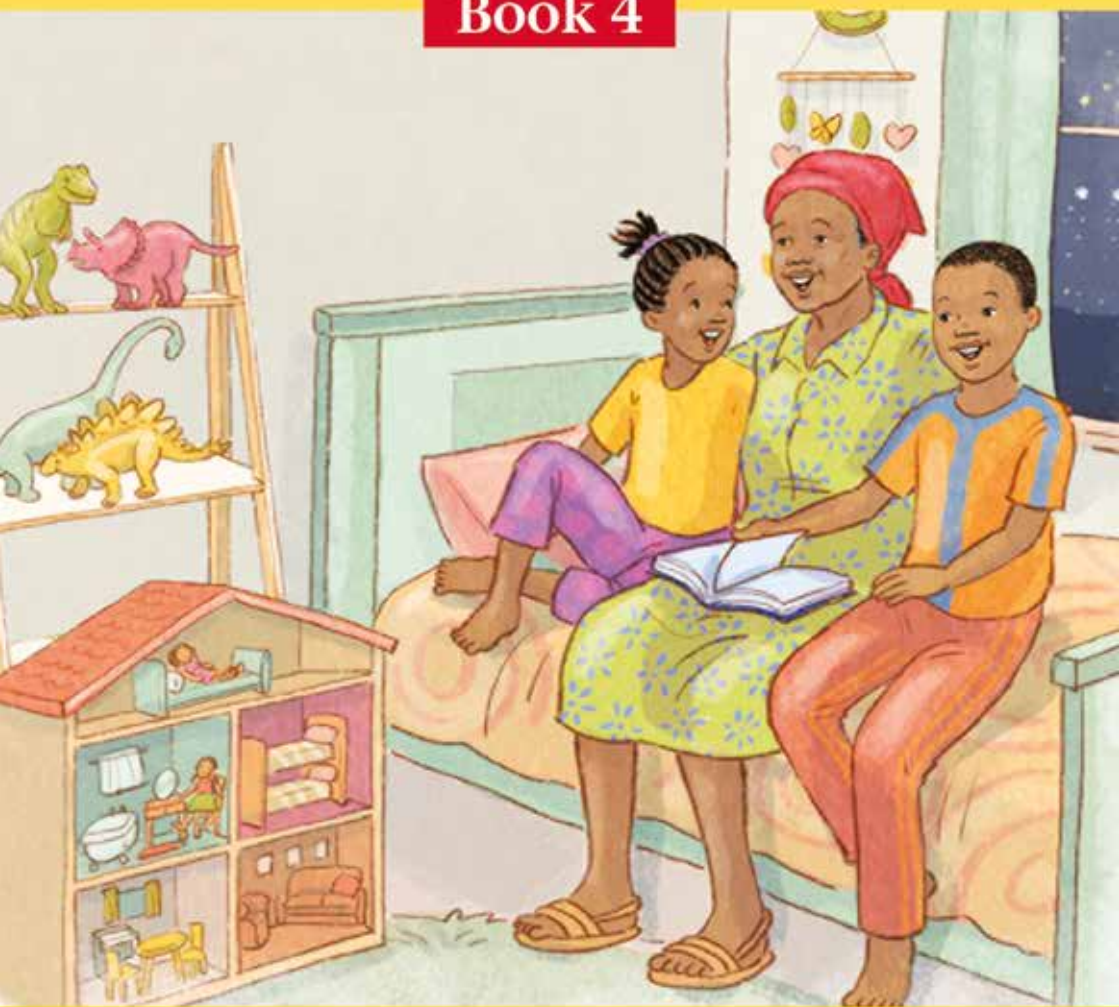
You can use speech bubbles to illustrate how direct speech works, if you like. We have used speech bubbles in our “Teach me,” says Tom story (pages 14 – 16) for this purpose.

Sunrise Readers



# Story Time

Book 4





# *How to use this book*

## **Session One**

### **Draw the child's attention to the front cover**

Ask the children these questions.

- See these words? Do you know what they say? **Story Time** (Explain that this is the **title** of the book.)
- If the title of the book is **Story Time**, what do you think the stories will be about?
- What are these names? (Explain that these are the **authors** of the book.)
- Look at the picture.
  - Who do you see?
  - What are they doing?
  - Tell me about what else you see in this picture.
  - What do you think will happen next?

## **Session Two**

### **Summary of this book**

Here is a way to summarise the contents of the book with the children.

Select a picture that represents the content of the book, **Story Time**. (The front cover already does this, so try to find another relevant picture.) We recommend page 39, and possibly pages 47 and 55 where new stories are found.

Write on the board, or display a sentence strip that summarises the content of this book. For example:

**The boys and girls like to read. They like to read a story.**

Read the sentences to the children, pointing at the words. Do this a few times. Ask the children to repeat the sentences with you.

## Session Three

### Thinking skills

Pose a question or questions that encourage the children to think and evaluate as they read the book. For example:

What stories do the boys and girls read in this book?

Will **you** like the stories?

As with previous books, the children can page through the books and find stories.

### Teaching Tips

Throughout the book, we have placed **words within the pictures**. Some children will be ready to read these words by themselves. Children can also be encouraged to read text everywhere – street signs, shop and building names.



Most classes will have a **daily weather chart** and other text that the children will see often. Help them to link these words with those they see in this book.



Sunrise Readers



# We Come and Go

Book 5



# *How to use this book*

## **Session One**

### **Draw the child's attention to the front cover**

Ask the children these questions.

- See these words? Do you know what they say? **We Come and Go** (Explain that this is the **title** of the book.)
- If the title of the book is **We Come and Go**, what do you think the stories will be about?
- What are these names? (Explain that these are the **authors** of the book.)
- Look at the picture.
  - Who do you see?
  - What are they doing?
  - Tell me about what else you see in this picture.
  - What do you think will happen next?

## **Session Two**

### **Summary of this book**

Here is a way to summarise the contents of the book with the children.

Select a picture that represents the content of the book, **We Come and Go**. (The front cover already does this, so try to find another relevant picture.) We recommend page 1, and possibly page 48 (Grandmother comes to visit).

Write on the board, or display a sentence strip that summarises the content of this book. For example:

In this book, the children come and go.

Read the sentences to the children, pointing at the words. Do this a few times. Ask the children to repeat the sentences with you.

## Session Three

### Thinking skills

Pose a question or questions that encourage the children to think and evaluate as they read the book. For example:

- **Where** do the children come and go?
- **Who** comes to see the children?
- Do **you** like to go away? Where do you like to go?

As with previous books, the children can page through the books and find the answers to these questions.

### Teaching tips

- This book introduces the **past tense**. Familiar words will now have **ed** added to the end.  
For example: want – **wanted**.  
In others, the form of the word changes.  
For example: make – **made**; swim – **swam**; say – **said**.
- Help children to learn past tense by using *yesterday*.  
For example: *Yesterday I went to school.*  
*Yesterday I wanted to play.*