

# Sunrise Readers Book 4 Activities

## Story Time




*Reading should be fun. If children are required to complete set exercises after every story, they may begin to regard reading as hard work. Please be aware that although activities are given for every story, when and how often they are used is at the teacher's discretion.*



**'Do This' activities are not printed in the book.**

- These activities are very simple and appropriate for this learner-level.
- The learners are required to copy a sentence from the board and draw a picture.
- Ideas for conversation are suggested – “Talk About”.

Teachers may **devise their own, or use the following simple follow-up exercises:**


-  **Write**
-  **Draw**
-  **Talk about**


**One very simple idea is to write each story heading on the board for the children to copy into their books. Suggestion:**

 **Write (on the board): We make a hut.**

 **Teacher elicits responses using questions e.g.**

- Teacher reads this sentence to the class, pointing at each word.
- Class reads it aloud with the teacher x3.
- This is the title for our story. A title says what the story will be about. What do you think that Tatenda, Chipu, David and Jenny are going to do in this story?
- Why do you think they are going to make a hut?
- What might they use the hut for?
- If you were going to make a hut, what would you use?
- Do you think they will build the hut on their own?
- Would **you** like to build a hut/ have a play hut? Why or why not?
- Class reads the sentence again.

 Children copy the sentence into their books. (Teacher reminds children to start with a capital letter and end with a full stop. She coaches letter formation skills and walks around the class checking that the learners are holding their pencils correctly and forming their letters correctly.)












 Children who finish early might be asked to draw a hut.

## Suggested Do this activities for each story in Book 4 STORY TIME:

Teacher: Please write the instruction on the board. Read it with the children a few times, pointing at the words. Tell the children what to do and encourage them to use their own initiative for the drawings.

Story	Pages	P	Do this
We make a hut	1 – 4	4	<p><b>Teacher:</b> Be aware of encouraging children to sound out cvc words: hut dig log/s fun.</p> <p>✍ I can work.</p> <p>🗨 The work <u>you</u> can do.</p>
Work on the hut	5 – 7	8	<p><b>This is a fun page. The children must write the words in their exercise books or on paper, sounding out the words and inserting u. There is a free downloadable pdf worksheet of this page at the end, for those who wish to print it out. OR</b></p> <p>✍ 2 sentences with words from this page.</p>
The play hut	9 - 12	12	<p>⇒ 2 things you like to eat</p> <p>⇒ 2 things you like to drink</p>
Tea for two	13		<p><b>A new genre: Instructions</b> <b>How to make tea for two.</b></p> <p>☺ Talk about what the children like to drink.</p> <ol style="list-style-type: none"> <li>1 What do their parents like to drink for breakfast?</li> <li>2 Talk about safety with boiling water. Ask an adult for help.</li> <li>3 Practice with more cvc words: Sound out the words in the box with the class. Ask what each word is. Direct attention to the small pictures supplied.</li> <li>4 Talk about safety with boiling water. “ Ask an adult for help!”</li> <li>5 Teacher reads all of the instructions to the class.</li> <li>6 Shared reading: The class reads aloud with the teacher.</li> <li>7 The children read the instructions to each other in pairs.</li> <li>8 They then tell each other how to make a mug of tea!</li> </ol>
Find my home <b>There is a slide for this on the Book 4 Power Point</b>	14		<p><b>A Read and Talk page. This can be done as a class or preferably in pairs.</b></p> <p>The teacher reads the heading and asks the class what this activity might be about.</p> <p>Read the first one to the class.</p> <p>The class reads it together,</p> <p>Discuss what needs to be done. i.e.</p> <p>Q Look at the first picture. What (building) is this? A. A house</p> <p>Q Look at the second picture. What (building) is this? A. A church (How do we know this?)</p> <p>Q. Which would be Jenny’s home?</p>

What is your name?	15 - 18		<p>☺ <b>Teacher</b> – this is an ideal opportunity to talk about <b>inclusivity</b> and encourage <b>empathy</b>. Tari is in a wheel chair. Ask the children why? What might have happened to her? How would YOU feel if you couldn't walk? How should we treat people with challenges? Etc.</p> <p>✍ Write your name.</p> <p>🗨 You</p>
At the shops	19 - 21	21	<p>⇒ A big brown table. ✍ _able.</p> <p>⇒ A little orange chair. ✍ __air.</p>
The play shop	22 - 24	24	<p>✍ I like to play shop.</p> <p>⇒ A boat OR a car OR Fluff</p>
Night time	25 - 26	26	<p>No writing or drawing.</p> <p>☺ <b>Talk about:</b></p> <ul style="list-style-type: none"> <li>• Does Chipo like night time? Why/Why not?</li> <li>• Does Tatenda like night time? Why/Why not?</li> <li>• Do you like night time? Why or why not?</li> </ul>
Fluff is lost	27 - 29	29	<p>✍ Rex finds Fluff.</p> <p>☺ <b>Where did they find Fluff?</b></p> <p>☺ <b>Have you ever lost something? What? Did you find it? Where was it?</b></p>
Activity II (There is a slide for this on the Book 4 Powerpoint.)	30	30	<p>☺ <b>Say words with II: ball doll bell fall balloon yellow</b></p> <p>Make words with II.</p> <p><b><i>Printable pdf for this page</i></b></p> <p><b>doll</b></p>
The thief	31 -33	33	<p>No writing or drawing.</p> <p>☺ <b>Talk about:</b></p> <ul style="list-style-type: none"> <li>• Do you know who a thief is? What does a thief do?</li> <li>• What does the shop in the story sell?</li> <li>• What does the thief in the story want to steal?</li> <li>• How does the thief get into the shop?</li> <li>• What does he do in the shop?</li> <li>• Is it good to steal? Why or why not?</li> <li>• What do you think will happen next?</li> </ul>
The policeman	34 -36	36	<p>✍ It is ..... to be a thief. (good/ bad)</p> <p>🗨 What you think will happen to the thief?</p> <p>(Look for the words you will need on Page 36.)</p>

Bed time	37 - 38	38	 What must Tatenda and Chipo do before bed time? (Eat supper; tidy up – put toys away; bath)  Please _____ us a story. (read/ say)
Grandmother's Story & Jonah and the big fish	39 - 43	43	 <ul style="list-style-type: none"> <li>Who read this story to Tatenda and Chipo?</li> <li>What is the name of the man in the story?</li> <li>Why does Jonah want to run away?</li> <li>What happens to him?</li> <li>How do you think Jonah felt when he was in the big fish?</li> <li>What would you like to say to Jonah?</li> </ul>  Jonah is _ orry.  Something from the story.
Pray with Grandmother	44-45	45	 <ul style="list-style-type: none"> <li>What do we do when we pray ?</li> <li>What did the children say 'thank you' for?</li> <li>What can you say "thank you" for today?</li> </ul>
What day is it? What will I put on? (There is a slide for this on the Book 4 Powerpoint.)	46	46	 <b>Read and Talk.</b> Talking about weather. Most teachers have an interactive chart up: Today is _____. (Monday/ Tuesday etc) It is _____. (sunny/ cold/ cloudy/ windy) Read the words. Match the correct clothing with the weather. The sunny day - Children in swimming costumes The windy day – children in normal clothes The rainy day – the child with the umbrella. Look at the days. Say what day it is. Say what you will put on.  the day you like.
The sun and the wind	47 - 50	48	 The sun and the _____.  what the wind blows away in the story.
Fun on a rainy day	51 - 53	52 53	 <b>Read and Talk.</b> Teacher write on the board: A rainy day can be fun. Read this sentence together. x3 Q What did the children do on the rainy day?

			<p>Look at the picture on pages 52 &amp; 53. (See it on power point too.)</p> <ul style="list-style-type: none"> <li>• What is David doing?</li> <li>• What is Tatenda doing?</li> <li>• What are Chipo and Jenny doing?</li> <li>• 52What is Grandmother doing?</li> </ul> <p>Q Would you like to be playing with them?</p> <p>Q What do you do at home on a rainy day?</p>
<b>Animals</b>	<b>54</b>	<b>54</b>	<p>☺ <b>Read and Talk.</b></p> <p>Power point has the animals without the names so that you can ask the children what the names of the animals are.</p> <p>You could talk about the animals.</p> <p>What do they eat?</p> <p>Where do they live? etc.</p> <p>➡ If desired, you could ask the children to draw one of the animals and write the sentence.</p>
<b>Food for Lion &amp; Hare and Lion</b>	<b>55 – 57 59 - 63</b>		<p>➡ The animal you like best</p> <p>I like this animal</p>
<b>Let us play: I spy</b>	<b>64</b>		<p>This can be done as a whole class, or in pairs.</p> <p>Read the text.</p> <p>Say: <i>I spy, with my little eye, something beginning with (the letters in the box)</i></p>