

TEACHERS' ANSWER GUIDE FOR 'DO THIS' QUESTIONS

Dear Teacher,

The new Sunrise Readers **Books 1-5** feature fun phonics practice and activity pages to engage the children in verbal discussions about the texts they are reading. This forms early, incidental 'comprehension' or 'read for meaning' experience. Some of these exercises are available as downloadable PDFs from the Sunrise Readers Blogsite, to print and use with your learners.

From **Book 6 onwards**, the authors have included specific **"Do this"** exercises throughout each book to develop these skills, and extend the young reader to learn how to write answers to questions. They also provide further phonics practice.

A few tips to help you as your pupils embark on this new phase in their learning:

1. Teach the children NEVER to write in the text/reading book!

Future exercises include matching, filling in the blank or circling a phonic sound and it is important to keep the reading books unmarked for subsequent young readers.

2. Teach explicit, guided lessons in advance.

This sets the children up for success, so that when they meet the **Do this** exercises, they already know what to do.

- ✓ In small groups or as a whole class, I'd suggest reading a short story which has pictures – you could use a story from Book 5, for example "The crocodile and his skin" on page 42.
- ✓ Write up to 2 simple questions (usually starting with what, where, when, how and why) on the chalkboard/ whiteboard – the answers must be easy to find in the text of the story. For example, "When did Crocodile swim?", "What did the animals like about Crocodile?"
- ✓ Discuss the possible answer orally, find it in the text and agree on the correct response.
- ✓ Model *how to write down the answer*. This is important for future success. As a whole group, the children follow what you do – for example, "Write number 1. Start with a capital letter. (1. Crocodile swam in the day time.) Put a full stop at the end."
- ✓ Repeat for question 2.
- ✓ Ask the children to draw a picture about the story – their own simple art is best.

3. Prepare for increasing difficulty in the **Do this** exercises

Once the children have mastered the skill of how to read the text to find answers to the questions and how to set out their written work, they need preparation to encounter tasks that need other skills. Acquiring **critical thinking skills** is important – giving their own opinion and going beyond what is available in the text.

- ✓ "What do you think...", or "Why do you think..." questions do not have a 'right or wrong' answer as the child's own ideas are accepted.
- ✓ "Tell a friend" elicits discussion between the children, or with an adult, building vocabulary and verbal expression of original ideas.

The Answer Guides are set out as follows:

- The Books are set out in sequence from Book 6 to Book 10.
- The page number and the Do this exercise is first, exactly as it appears in the book.
- The answers are in **RED**, making them easy to find!

BOOK 6 – FAMILY AND FRIENDS

PAGE 7

Do this:

- 1 **Write** the words. Circle **sh**:
shed short shoes sheep
- 2 **Write** all the colours in the story.
- 3 **Draw** yourself in dress-up clothes.

ANSWERS:

1. shed short shoes sheep
2. blue white red green yellow black brown
3. Child's own art showing dress-up clothes

PAGE 10

Do this: Write

- 1 Tatenda is a ...
- 2 **Write** the words. Circle **ar**: (Please circle **ar**)
car farm farmer star arm
3. **Draw** a policeman

ANSWERS

1. Tatenda is a policeman.
2. car farm farmer star arm
3. Child's own art – should contain 'policeman' items, such as cap, badge, boots.

PAGE 13

Do this: Write

- 1 David put on big black _____.
- 2 An axe can (run, chop, throw).
- 3 What is in the hose?
- 4 **Draw** a hard yellow hat *or* a ladder.

ANSWERS

1. David put on big black boots.
2. An axe can chop.
3. Water is in the hose.
4. Drawing of a yellow hat OR a ladder.

PAGE 14 – ACTIVITY PAGE

Choose the correct word to match each picture.

ANSWERS

1. I see boots.
2. I see a policeman.
3. I see a hard hat.
4. I see a ladder.
5. I see a shed.
6. I see a short dress.

PAGE 19

Do this: **Write**

- 1 Chipo helps (sick/good) people.
- 2 Jenny is a _____ .
- 3 **Write** the words. Circle **ea**:
tea eat read teacher please
- 4 **Draw** who you will be when you are big.

ANSWERS

- 1 Chipo helps sick people.
- 2 Jenny is a teacher.
- 3 tea eat read teacher please
- 4 Child's own art – adult work role

PAGE 24

Do this: **Write**

- 1 Father loved _____ more.
- 2 The brothers were (happy/ not happy).
- 3 **Write** the words. Circle **ee**:
see sheep three tree geese
- 4 **Draw** Joseph's coat.

ANSWERS

- 1 Father loved Joseph more.
- 2 The brothers were not happy.
- 3 see sheep three tree geese
- 4 Child's own art – showing Joseph's colourful coat.

PAGE 28

Do this: Write

- 1 Why was there no food?
- 2 Joseph was a (kind/ bad) man.
- 3 Who did Joseph want to see?
- 4 **Draw** Joseph and his old father.

ANSWERS

- 1 There was no rain so there was no food. ('There was no rain.' is also fine.)
- 2 Joseph was a kind man.
- 3 Joseph wanted to see his Father.
- 4 Child's own art showing 2 men, Joseph and his Father.

PAGE 33

Do this: Write

1. Why is brown bird happy?
2. **Write** the words. Circle **ow**
how cow brown flower
3. **Write:** I like a bird with _____ (two/three/four) colours.
4. **Draw** your bird.

ANSWERS

- 1 Brown Bird is happy that no one can see him.
- 2 how cow brown flower
- 3 I like a bird with _____ colours. (Child may choose one of the words: two/three/four.)
- 4 Child's own art – can show up to 4 colours

PAGE 36

Do this: Write

- 1 Chipo saw a ch___ under the hen.
- 2 **Write** these words. Circle **ch**
Chipo chick children teacher chair
- 3 **Draw** the pot with eggs in it.

ANSWERS

- 1 Chipo saw a chick under the hen.
- 2 Chipo chick children teacher chair
- 3 Child's own art – a big black pot with eggs in it.

PAGE 39

Do this: Write

- 1 Mother Hen had (four/ five) little chicks.
- 2 What do hens say? – cluck, moo, baa.
- 3 **Draw** two animals that may eat chicks.

ANSWERS

- 1 Mother Hen had five little chicks.
- 2 Hens say cluck.
- 3 Child's own art – showing 2 of the following: snake, big bird, dog.

PAGE 42

Do this: Write

1. Jenny likes to (drink/mix) the cake.
2. **Write** the words. Circle **ake**
cake bake snake make take
3. **Draw** a cake that you like to eat.

ANSWERS

- 1 Jenny likes to mix the cake.
- 2 cake bake snake make take
- 3 Child's own art showing any kind of cake.

PAGE 48

Do this: Write

- 1 Granny came in an _____ .
- 2 **Write** the words. Circle **ll**:
ball fell doll hello yellow
- 4 **Draw: Draw two things:**
A car a truck an aeroplane a bus a bicycle.

ANSWERS

- 1 Granny came in an aeroplane.
- 2 ball fell doll hello yellow
- 3 Child's own art showing 2 of the items listed.

PAGE 49 ACTIVITY PAGE

Who rides in what?

ANSWERS

- 1 Chipo rides a red bicycle.
- 2 Aunt Pat rides in an aeroplane.
- 3 A policeman rides in a police car.
- 4 A fireman rides in a fire truck.

PAGE 52

Do this: *Write*

1. Ducky has (two/ three) friends.
2. **Write** the words. Circle **ck**
duck quack back truck black
3. **Draw** a black truck with a yellow duck

ANSWERS

- 1 Ducky has three friends.
- 2 duck quack back truck black
- 3 Child's own art showing a black truck with a yellow duck.

PAGE 56

Do this:

- 1 **Draw** you and your friend.
- 2 **Write** your names.

ANSWERS

- 1 Drawing of child with a friend (s/he may draw an animal as a friend or another person)
- 2 Child writes own name and the name of friend – give assistance with spelling as necessary.

PAGE 59

Do this: *Write*

- 1 What things did Granny bring?
- 2 Write these words: Circle **ing**
wing sing thing bring lightning
- 3 **Draw** what Jenny made for Granny.

ANSWERS

- 1 A book, a blue aeroplane, a green truck
(*EXTENSION as inferred from the picture: a bowl for Mother – this may be difficult for some children as the word is not provided in the text. Provide assistance as needed.*)
- 2 wing sing thing bring lightning
- 3 Child's own art showing a paper crown.

PAGE 64

Do this: Write

- 1 The man had (five/ six) sheep.
- 2 **Write** two words that are 😞: happy/ sad/ sorry.
- 3 Why did the little sheep run away?
- 4 **Tell a friend:**
What did the man do?
Was he a good man?

ANSWERS

- 1 The man had six sheep.
- 2 sad sorry
- 3 Star (or The little sheep) ran away to eat grass.
- 4 *Observation of oral skills:* children in pairs to discuss the story, listen for comprehension of the text. As a whole class, call on volunteers to answer the questions.