

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 7 – FUN AND GAMES

PAGE 6

Do this: **Write**

1. Who was nine years old?
2. (Nine/six) friends came to the party.
3. The children played a (throwing/running) game.
4. **Write** the words. Circle the long sound of i: ī
like nine white five time
5. **Draw** the party food you like to eat.

ANSWERS

1. Tatenda is nine years old.
2. Nine friends came to the party.
3. The children played a running game.
4. Letter i is marked with a line above and circled: like
5. Child's own art.

PAGE 10

Do this: **Write**

1. The children (played/did not play) party games.
2. Name two things the children used in the games.
3. **Write** these words. Put *ing* at the end:
sing – singing
jump catch throw find
4. **Draw** a ball and three cans.

ANSWERS

1. The children played party games.
2. 2 from a choice of: ball, cans, sticks
3. jumping catching throwing finding
4. Drawing should show a ball and 3 cans

PAGE 13

Do this: **Write**

1. Name two games the children played.

2. Chipo must (catch/fetch) the little stones.
3. **Write** the words. Circle **ame**
came game name same flame
4. **Ask** your teacher what games he/she liked to play

ANSWERS

1. A stone game; a finding game (also may use jumping or throwing from the previous story)
2. Chipo must catch the little stone.
3. came game name same flame
4. Oral session – may be done as a group.

PAGE 14 – Activity Page

Games played at school

1. Can you read the words?

cricket	tennis	netball
rugby	football	basketball

2. Can you find the games?
Say if the game is played by a team – yes or no!
(Pictures depict the above 6 games)

ANSWERS

- Oral session, building vocabulary skills and interpreting information from text and pictures.
- This can be run as a small group activity with adult guidance, or children in pairs or one child with the teacher.
- The words are **NEW** to the children – see if they can decode them, find clues from the pictures below. Assist by giving clues on how to look for smaller words that they do know – such as ‘foot’, ‘net’ or ‘ball’.
- Is it a team game? Cricket, netball, rugby, football and basketball – yes
 Tennis – can be both team and individual

PAGE 18

Do this: **Write**

1. Where did Jenny and Chipo play?
2. Why did Father come out?
3. **Write** the words. Circle **igh** – it says ī
fight night high right
4. **Draw** your best friend.

ANSWERS

1. Jenny and Chipo played in the sand.

2. Father can hear the girls shouting.
3. fight night high right
4. Child's own art – some may write the name of their friend.

PAGE 24

Do this: **Write**

1. A father had (one/two) boys.
2. The boy gave food to (cows/pigs).
3. Why did the father have a party?
4. **Draw** the father and his boy.

ANSWERS

1. A father had two boys.
2. The boy gave food to pigs.
3. The father had a party because his boy came home. {*some children may need help – you can accept shorter variations (the boy came home/the party was for the boy)}
4. Child's own art

PAGE 25

Do this: **Say:** Tell a friend...

- Have you had a fight?
- Were you sorry?
- Did you forgive?

ANSWERS

Oral work between 2 children who choose each other, because they are friends and will talk easily together. Monitor the conversation, set a time limit so each has a turn to speak/listen.

PAGE 31

Do this: **Write**

1. Where did Grandmother go shopping?
2. Rubbish can make us (sorry/sick).
3. What did Chip and Jenny do to help?
4. **Write** the words. Circle or
for short storm forgive story
5. **Draw** what Grandmother got at the market.

ANSWERS

1. Grandmother went shopping at the market.
2. Rubbish can make us sick.
3. They put rubbish in big bags.
4. **for** short storm forgive story

5. Drawing showing Grandmother and market

PAGE 35

Do this: **Write**

1. Grandmother had (seven/nine) things to post.
2. What did they eat at the picnic?
3. **Write** these words. Circle **ar**
far dark market park party
4. **Draw** the things Grandmother got at the shops.

ANSWERS

1. Grandmother had seven things to post.
2. They ate buns at the picnic.
3. far dark market park party
4. Drawing with milk, bread and buns

PAGE 39

Do this: **Write**

1. What did Uncle Tim get?
2. **Write** the words. Write **ay**
pl___ d___ aw___ s___ pr___
3. **Draw** a green tent.
4. **Write:** This is my tent.

ANSWERS

1. Uncle Tim got a tent.
2. play day away say pray
3. Drawing of green tent.
4. This is my tent. Written under the tent.

PAGE 43

Do this: **Write**

1. They went to a (park/farm).
2. Where did the children sleep?
3. **Write** the words: put **ing** at the end:
camp___ sleep___ sing___ cook___
4. **Draw** two monkeys.

ANSWERS

1. They went to a park.
2. The children slept in a tent.
3. camping sleeping singing cooking
4. Drawing of 2 monkeys.

PAGE 47

Do this: **Write**

1. What is a lake?
2. I can go (fishing/swimming) in the lake.
3. **Write** the words: put **ake** at the end.
l____ c____ m____ b____ sn____
4. **Draw** a fish and a crocodile.

ANSWERS

1. A lake has lots of water.
2. I can go fishing in the lake.
3. lake cake make bake snake
4. Drawing of a fish and a crocodile.

PAGE 53

Do this:

Write: yes or no

1. A hippo can run. **yes** **no**
2. A hippo eats fish. **yes** **no**
3. A hippo is big. **yes** **no**
4. **Draw** a big hippo.

ANSWERS

1. A hippo can run. **yes** ~~no~~
2. A hippo eats fish. **yes** **no**
3. A hippo is big. **yes** ~~no~~
4. Drawing of a big hippo.

PAGES 54 AND 55

Do this:

1. **Say** what you can see here.
 - Where are the people?
 - Look at the people.
 - **Say** what they are doing, one by one.
 - Do you like to do something they are doing? Say what.
 - Is there anything you do **not** like to do? Say why.
2. **Write:** I like to _____ and _____ at a lake.
3. **Draw:** Something from what you can see here.

ANSWERS

1. Oral answers – can be with one other child or in a small group. Practice looking in detail at the visual clues in the picture and using the vocabulary about water activities.
2. Free choice – assist with words, which may include: camp, fish, go on a boat, see animals
3. Drawing featuring some aspects from the picture.

PAGES 56

Do this:

1. **Think** of a thing.
2. **Say:** Ask your friend: “What am I?”
3. **Draw:** one of the things you have said.

ANSWERS

1. Use the riddles on the page to model the exercise to the children. They think of an item and give some ‘clues’ until their partner guesses. The second child had a turn.
2. Drawings will vary according to their game.

PAGES 63

Do this: *Write*

1. Why were the donkeys sad?
2. The man first painted them (white/black).
3. **Write** the words. Circle oo
took book look cook good
4. **Draw** a zebra or a donkey.

ANSWERS

1. The donkeys worked too hard.
2. The man first painted them white.
3. took book look cook good
4. Drawing of a zebra or a donkey.