



# Book 1 - Friends

Learner's Workbook 1 and 2



David



Tatenda



Jenny



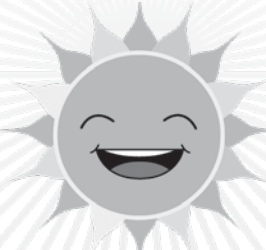
Chipo



Rex



Fluff



# Sunrise Readers Book 1 - Friends

Learner's Workbook 1 and 2

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## **Teacher's Guide**

# Introduction



Dear Teachers  and Parents 

Thank you for embarking on this literacy journey with your young learner/s. The following information will assist you to make the best use of these workbooks and ensure that your learner derives maximum benefit from using them as a companion resource with Sunrise Readers Book 1: **Friends**. The following comments are applicable in any environment where young children are learning to read and write, whether in a school classroom or homeschool setting.

## Introducing the Sunrise Readers Workbooks:

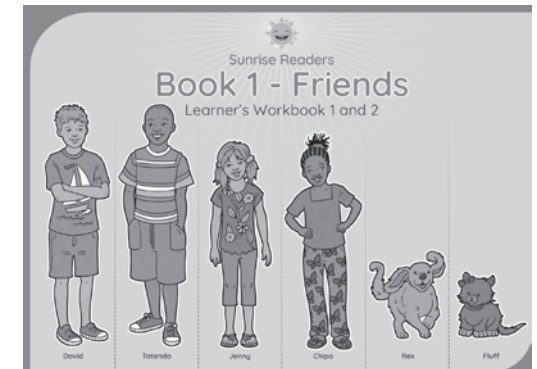
There are **two** workbooks to accompany the first book in the Sunrise Reading Scheme - **Sunrise Readers Book 1, Friends**.

- ★ Teachers/parents usually spend the first 4-6 weeks in Grade One reviewing and consolidating all of the letter sounds and other simple reading skills that learners have been exposed to in Grade 0/ Reception year. **Workbook 1** is to be used during this time of review, before learners are issued with their first reading book.
- ★ Workbook 1 gives teachers/parents a resource to use whilst reviewing the letter sounds and other reading skills acquired in Grade 0/Reception Year. **At the same time**, the new words for **Sunrise Readers Book 1, Friends** – are being introduced to the learners (the word cards supplied with the Big Book with poster sized pictures are useful for this process. Teachers/parents can make their own word cards if preferred.) The Big Book poster-pictures are used to talk about the Sunrise children and stories. The children are busy working through **Workbook 1** during this time, giving teachers/parents a very useful resource for consolidation purposes.
- ★ After this initial 4-6 weeks, when the learners know the words and are ready, they are given their first reading book, **Sunrise Readers Book 1, Friends**. This is tremendously exciting for them!
- ★ The teacher/parent then works through Sunrise Readers Book 1 **Workbook 2** with the learners, consolidating Sunrise Readers Book 1. (Learners are now reading one story in Book 1 every day, in various ways – to the teacher/ in groups/ as partners/ to parents etc.). They are using the character cards to retell the stories, predict different endings, add new ideas and more. They are also playing games with their individual word cards, making sentences and more.
- ★ Whilst working through Workbook 2, the teacher/parent is preparing learners for **Sunrise Readers Book 2, Work and Play**. She is introducing the new words, as for Sunrise Readers Book 1. Once the learners have completed **Workbook 2**, and know the words for **Book 2, Work and Play**, they are ready to move onto **Book 2, Work and Play**. There is only one workbook for this book. Learners are now issued with their reading books, and their new workbook. Learners work through their workbook whilst reading one story in their reading book every day.
- ★ Whilst working through the Book 2 workbook, teachers/parents are introducing the words for **Sunrise Readers Book 3, Home and School**. *There is one workbook to accompany this book.* Thereafter, all of the Sunrise Readers include Do this exercises for learners to complete.

# How to use this Guide

## Outer cover of the Learners Workbook 1:

- ✎ Cut out the pictures of the children, Rex and Fluff. Cut out in the rectangle shape and glue stronger card or a wooden (ice cream type) stick to the back. *The children use the character cards for role play and retelling the story.*
- ✎ Alphabet sound chart - write their name on the back and stick with detachable stickistuff to desk top for quick and ready access to this essential tool for reading and writing.
- ✎ The word list for the vocabulary is on the back of the alphabet chart. It will be useful in helping children to copy or find sounds in new words, from these familiar words.

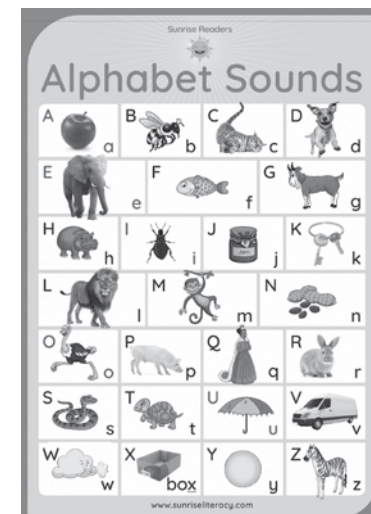


## Using the word cards/flash cards that accompany this workbook:

**FIRST EXPOSURE - model how these words are to be used. Whole class or in groups to ensure the children can focus and understand.**

These flashcards are all the words covered in the Book 1 Friends. (The workbooks include a set of learner's flashcards. Classroom flashcards for use by teachers are included with the Big Books, or they can be handmade, or downloaded from our website.)

- ✎ Each word is shown with the first letter as a capital and a lower-case letter. This is a good way to start telling the children that the first word in a sentence needs to be written with a capital letter. Match lower case words with the correct upper-case word.
- ✎ The words are to be cut out and used for building sentences as found in the book.
- ✎ They can be sent home in soap boxes for learners to review with care givers or older siblings.
- ✎ Think of as many games as you can to reinforce learning these words.
- ✎ Children can work in small groups or pairs.
- ✎ **Teacher** needs to prepare sentence strips ahead of time, or use the board.
- ✎ Each child uses his/her flashcards to place in the correct order to match the sentence.
- ✎ Play games - muddle the words, children need to look for the first word - the capital letter - and read sentences they construct.
- ✎ Children make sentences to match a sentence in their reading book or workbook.
- ✎ Children make up their own sentences using the words.



## Word cards

Tatenda	David	look	oh	Chipo
Jenny	come	up	down	is
see	Rex	go	jump	and
play	here	run	car	the
my	Fluff	find	Look	Up

# Sunrise Super Six Reading Powers



 We are SUPER READERS!

We are all Super Readers! We already have super powers that help us to read! This week we are going to learn about those super powers! (This sets the foundation to develop a classroom culture of reading, and as the 'house' in which the six individual Super Powers live.)

Please also see detailed information in the Sunrise Readers **TEACHER'S MANUAL**.

## Picture Power



1

Encourage children to gather as much information as possible by looking at the picture. Use question words: who, where, when, what, how and why! Tell the children that pictures are an important part of the story. Introduce vocabulary verbally and explain the meanings of words long before they meet them in print.

## Sound Power



2

This power involves recognizing the written letter (seeing) and the sound it makes (saying/hearing).

- Sound Power helps to connect sounds the child can already hear and say, with how they are represented in print. This **decoding skill** that is needed for all reading, is empowered by a thorough parallel teaching of phonics.
- Use Sound Power when introducing new vocabulary with flashcards. Say the **whole word** first. Then point to the first letter in the word. Say the sound the letter makes. Find the letter on the alphabet card. Do the same with each letter, say the whole word with the children repeating it with you.

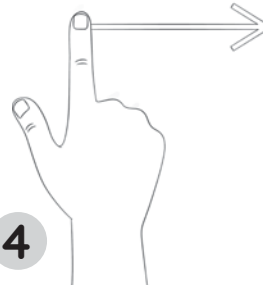
## Snap Power



3

These are words that the children can "read in a snap". Also known as **sight words**, these words may contain blends and phonic rules and cannot be easily sounded out at this early stage. A **snap word** is a word that is introduced to the learners on a flashcard, and learned to be recognized by repetition and drill until it can be effortlessly read when seen.

## Pointer Power



4

**Pointer Power** can be used to point at individual letters when learning their sounds. **Always include the action of sliding your finger below the word or sentence** to reinforce left-right orientation.

## Partner Power



5

This is peer tutoring, where children are paired to read or do activities together, such as the Word Hunt.

## Retell Power



6

This is the skill of reading, understanding and then retelling a story in one's own words. This Super Power reveals comprehension of the story and encourages confidence in speaking to a group. Use the **Character Cards** provided with the **Learners Workbooks** for role play, as a way of redirecting attention from the child and back to the story being retold. Children are encouraged to use their interpretative, reasoning and predictive skills.



## Make learning fun!

Working whilst seated at a desk has its place. First, though, children should be moving, doing, exploring and talking about the learning. Finally, the follow up to busy activity is completing some fun paperwork in this workbook.

## Use as many sensory pathways as possible

Seeing, hearing, touching, actively moving the whole body. We've labelled these times as **Busy bodies** to remind teachers/parents to get their students up and moving!

## Phonics are vital

Find a reputable phonics program and implement it rigorously.

## Alphabet Chart

Capital and lower-case letters often look very different. Explicit instruction and lots of practice is essential.

## Take note of **FIRST USE** alert.

This is the time to establish the **process** the children will need to follow.

- ◆ **MODEL** to the whole class or work in groups if that is more successful. The teacher **shows and explicitly instructs** the children in what to do.
- ◆ Many children will be able to work independently the next time they meet a similar exercise.
- ◆ This gives the teacher *valuable time* to spend with *those learners who need another demonstration*. It also gives the teacher opportunities to *observe these children closely for possible physical difficulties* – can they **hear** properly, is their **eyesight** compromised in some way?
- ◆ It's best to **first assume that the child is trying his/her best** and is not “being lazy” if they struggle with early reading and writing activities.

## Icons and their meanings

The list alongside shows the icons from the **STUDENT PAGES** that teachers and parents need to recognise and explain to the children, so that they can work more independently.

## Visit our website

Full of resources and teaching tips - <https://sunriseliteracy.com/sunrise-readers-book-1-friends-resources>



write



cut



find



trace



colour



talk



circle



clap



draw



read

## NOTES FOR TEACHERS

### Workbook 1 Cover - Page 1



- ★ Teacher to prepare the resources beforehand. Each alphabet chart labelled with children's names. Character cards – cut out and keep a set for each child. Glue a lolly stick or cardboard holder to the back of each character.
- ★ Space for child to write own name – prepare a name card for each child (first name only) to stick on students' desks.

### Introducing Book 1 - Friends:

Have a copy of the above book or the **Big Book** to demonstrate the skills described below. **Please make use of the Teachers Manual** available on our website for in depth information on how to introduce a book to learners. <https://sunriseliteracy.com/sunrise-readers/#Teacher-Manual>

### Day One

- ★ Look at the front cover of reading **Book 1, Friends**. Use **Picture Power**. Talk about it.
- ★ Choose a friend in this picture. Colour him/her in. Colour the first letter of his/her name.

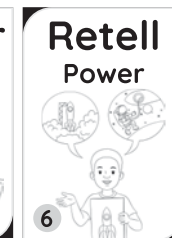
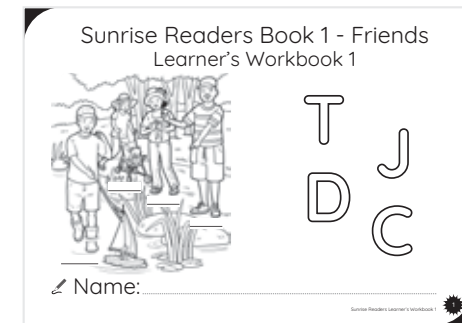
### Day Two

- ★ Look at the back cover of reading **Book 1, Friends**. Use **Picture Power**. Talk about it.
- ★ Choose another friend in this picture. Colour the first letter of his/her name.

### Day Three

- ★ Look through the book. Use **Picture Power**. Talk about the games that the friends play in the book.
- ★ Colour in the last two friends. Colour the first letter of their names.

## LEARNER'S PAGE



**Workbook 1 - Page 2**  
**Read, colour and trace.**

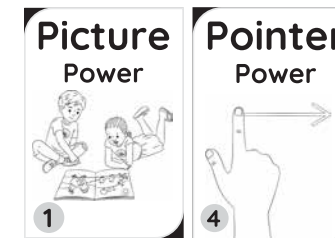


**FIRST USE: Teacher to model to whole class**

- ★ Introduce the word **Tatenda** using large flashcard.
- ★ Write on board: Tatenda, dotted. Verbalise your actions - *"I start on the left by the dot. Letter T goes across and down, it's sound is /t/."*
- ★ Teacher demonstrates tracing Tatenda, saying the sounds as she does so.
- ★ Now say the word. Point to the clusters of letters for the syllables.
- ★ Clap the syllables *Ta-ten-da*. (You are using Sound (Listening) Power!)
- ★ Clap again. How many syllables? (3)
- ★ Say your name. Clap the syllables etc.

**Children now work in their own Workbook**

- ★ Children colour in Tatenda.
- ★ Write Tatenda on dotted lines.
- ★ How many letters in Tatenda's name? Point and count : (7)
- ★ What sound is the first letter? Use **Pointer Power**.
- ★ What sound is the last letter? Use **Pointer Power**.
- ★ How many ts in Tatenda's name? Use **Pointer Power**.





**Workbook 1 – Page 3**  
**Read, colour and trace.**



**FIRST USE: Teacher to model to whole class**

- ★ Read the heading to the learners, using **Pointer Power**, Left – Right: **All about Tatenda.**
- ★ Have them repeat after you x3.
- ★ Use **Picture Power**. Look at the picture, talk about what they notice, draw attention to things they might miss.
- ★ What kind of toys does Tatenda like to play with? (Cars, trucks, planes) Discuss.
- ★ Read his name in the box.
- ★ Repeat as for previous lesson:
- ★ Clap the syllables *Ta-ten-da*.
- ★ Clap again. How many syllables?
- ★ How many letters in Tatenda's name? (7)
- ★ What sound is the first letter?
- ★ What sound is the last letter?
- ★ How many ts in Tatenda's name?

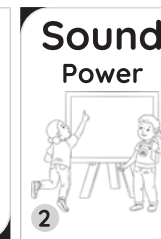
**Children now work in their own Workbook.**

- ★ Circle the first letter. What sound is it?
- ★ Circle the last letter. What sound is it?
- ★ How many **T**s in Tatenda's name?
- ★ Underline the second **t**.
- ★ Can you see another letter that is used twice? Underline them.
- ★ Draw one of Tatenda's toys. Can you write what it is? Or the first letter?  
 Draw something that starts with the same sound as Tatenda's name. (e.g. tap/table/tortoise/truck)

All about Tatenda.



Sunrise Readers Learner's Workbook 1



## NOTES FOR TEACHERS

### Workbook 1 - Page 4



Word hunt: a *Busy Bodies* time!



**FIRST USE:** Teacher to prepare 5 to 7 copies of Tatenda's name on paper.

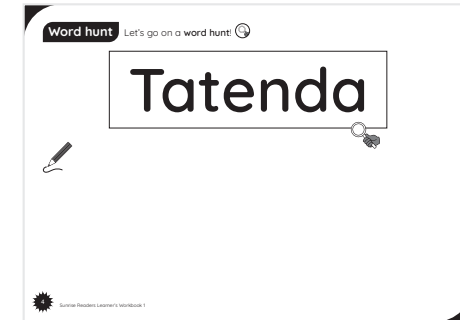
Stick the name cards in various places around the classroom.

This is the first exposure for the children. Now is the time to model and show the class how to complete this activity. For the rest of the Word Hunt activities in the Workbook, prepare cards of different sizes, use a capital letter for some (**Look/look**) to give the children plenty of practice with each word.

#### Teacher leads this first session:

- ★ Teacher to explain and model this practice.
- ★ We are going on a Word Hunt! Hunters need sharp eyes to look for the word.
- ★ Today, we are hunting for the **Tatenda** word cards hiding in the classroom.
- ★ Ask: How many **Tatenda** word cards can you find in the classroom?
- ★ Whole class to hunt for word cards. Each time a new card is found, the teacher records it on board or big sheet of paper. Next, choose children to write Tatenda (or the letters **Tt**) on board.
- ★ At the end, children to copy the name onto this page in their own Workbook.

## LEARNER'S PAGE



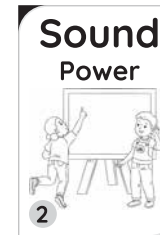
**Workbook 1 – Page 5**  
**Read, colour and trace.**

**Follow the outline described for introducing Tatenda.**

- ★ Introduce **David** using large flashcard.
- ★ Write on board: David dotted.
- ★ Now say the word.
- ★ Clap the syllables *Da-vid*.
- ★ Clap again. How many syllables? (2)
- ★ Say your name. Clap the syllables etc.

**Children now work in their own Workbook.**

- ★ Children colour in David.
- ★ Write **David** on dotted lines.
- ★ How many letters in David's name? (5)
- ★ What sound is the first letter?
- ★ What sound is the last letter?
- ★ How many **D**s in David's name?
- ★ Clap the syllables *Da-vid*.
- ★ Clap again. How many syllables?
- ★ Say your name. Clap the syllables.



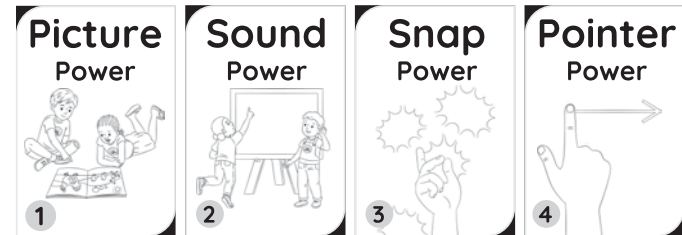
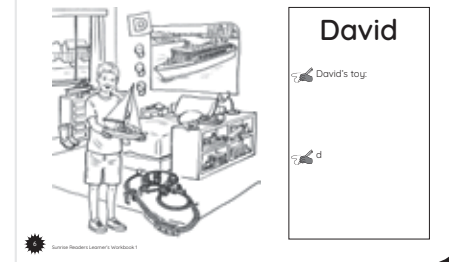
**Workbook 1 – Page 6**  
**All about David.**

- ★ Read the heading to the learners, using **Pointer Power**, Left – Right: **All about David**.
- ★ Have them repeat after you x3.
- ★ Use **Picture Power**. Look at the picture, talk about what they notice, draw attention to things they might miss.
- ★ What kind of toys does David like to play with? Discuss.
- ★ Read his name in the box.
- ★ Repeat as for previous lesson:
- ★ Clap the syllables *Da-vid*.
- ★ Clap again. How many syllables?
- ★ How many letters in David's name? (5)

**Children now work in their own Workbook.**

- ★ Circle the first letter. What sound is it?
- ★ Circle the last letter. What sound is it?
- ★ How many **Dds** in David's name?
- ★ What other letters are in David's name?
- ★ Draw one of David's toys. Can you write what it is? Or the first letter?
- ★ Draw something that starts with the same sound as David's name. (e.g. dog, duck)

All about David.

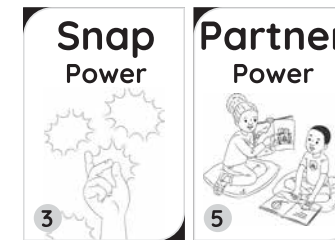
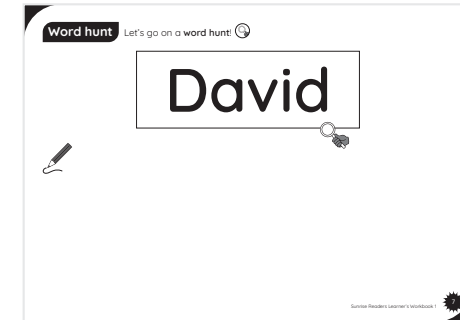


## Workbook 1 - Page 7

Word hunt: a *Busy Bodies* time!

Review how to complete the activity, following the practice with the name cards for Tatenda.

- ★ **Word hunt:** How many **David** word cards can you find?
- ★ Write **David** in your workbook when you find a card. *Some children may only manage to write D at this stage. This is fine, let them try more each time!*
- ★ Class discuss how many **David** words they found.
- ★ Teacher may observe that some children can successfully work in pairs (**Partner Power**) and she can spend time with less confident students.



**Workbook 1 – Page 8**  
**All about me.**

**We have been learning all about Tatenda and David.**  
**Today let's do All about me.**

**Read the heading together, use Pointer Power: All about me.**

- ★ Write your name here, if you can. Or the letter it starts with.
- ★ Tell a friend: How many syllables in your name?
- ★ Clap together.
- ★ How many letters in your name?
- ★ What sound is the first letter?
- ★ What sound is the last letter?
- ★ Circle it.

**The page has 4 spaces for the children to draw something about them. Some topics:**

- ★ Clothes I like to wear.
- ★ Toys I have or toys I would like to play with.
- ★ My favourite food.
- ★ People in my family or my best friend.

Tell a friend all about you!

All about me.

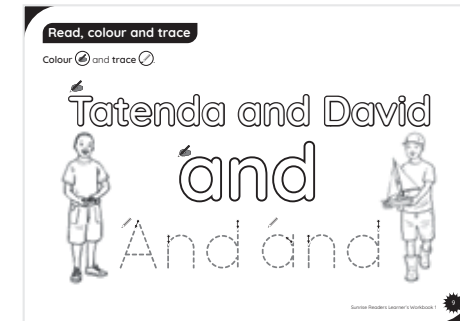
✍ Name: \_\_\_\_\_



**Workbook 1 – Page 9**  
**Read, colour and trace.**

- ★ Introduce the word **and** with flashcards. **Explain:** **and** is a **joining** word. It joins 2 things together – give some examples, *hot and cold; up and down*
- ★ Put **Tatenda \_\_\_ David** on the board. Read with the children, using **Pointer Power**. Now write **and** between them.
- ★ Read to the class: Tatenda **and** David, using **Pointer Power**.
- ★ Use **and** flashcards. Pairs of children come up. They pick up **and** from the table, and hold hands together. Teacher holds the word **and** over their hands.
- ★ Children say: *Tafara **and** Jojo*. Etc
- ★ Other ideas: for using **and** in simple ways eg, linking 2 pictures with a line, write **and** on the line and “read” the sentence/phrase.
- ★ Learners complete the worksheet: Read the sentence. Colour in the words and write over the traced words.

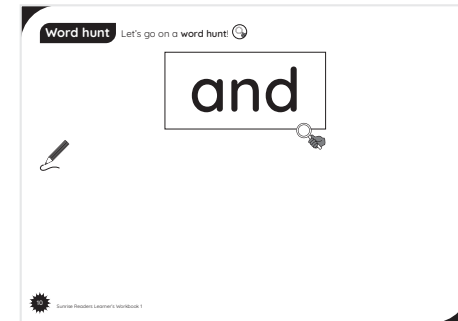
Colour in **David** or **Tatenda**.



## Workbook 1 - Page 10

Word hunt: a *Busy Bodies* time!

- ★ Children look for **and** cards around the classroom.
- ★ They write **and** on this page whenever they find it.
- ★ Class discuss how many **and** words they found.





## NOTES FOR TEACHERS

### Workbook 1 – Page 11 Activity fun



**FIRST USE:** Teacher to model to one section at a time and instruct clearly how this page is to be completed. The children then complete that same section in their own workbook, with the teacher again leading the sections.

#### Model and set pattern for this practice.

- ★ **Top line:** read the word – point out that the letter ‘a’ might look different sometimes. Colour the middle word, trace the end word. Invite children to do this for you.
- ★ **Middle line:** work out the syllables in **and**. (Circle number 1), trace **A** and **a**, then write **and**, positioned correctly on the lines, use one block for each letter, make sure letter ‘d’ has a tall stick for the end box.
- ★ **Bottom line:** select the word **and** to colour or mark in some way (some children may be able to sound out the other words on their own, do not expect them to do so), let them come up with short sentences using **and** as a joining word.

## LEARNER’S PAGE

**Activity fun**

and	and	and
and  1 2 3	A a	
and  cat  and dog  and  oh	Tatenda and David.	and

© Sunrise Readers Learner's Workbook 1

**Sound  
Power**

2

**Snap  
Power**

3

**Pointer  
Power**

4

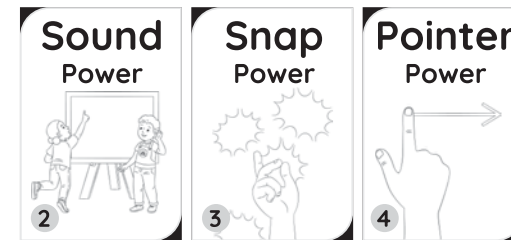
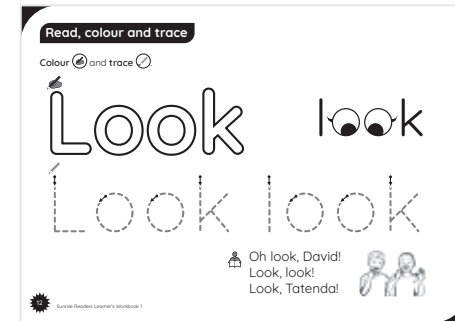
## Workbook 1 – Page 12

Word hunt: a *Busy Bodies* time!

**Busy bodies:** Mix the session up. Have children sitting to start, get them to stand, then stand on one foot, then the other, clap, use their fingers to make ‘spectacles’ to look through.

- ★ Introduce **look** using a large flashcard.
- ★ Draw **look** with eyes on the board.
- ★ Teacher acts out **look** as if with spectacles or binoculars.
- ★ **Kim’s game** (memory/looking): Teacher prepares a tray of simple objects from around the classroom (eg: blocks, beads, small toys, crayons, leaf or flower from outside), covered with a towel or sheet of paper. Start with 5 or 6 items, then increase gradually in future sessions. Children look, say the name of each object and try to memorise where it is on the tray. Teacher removes or covers the tray then asks the children to recall the items. Teacher may also place the items around the room, choose small groups of children to look for them.
- ★ In later versions, teacher may remove one object and see if children can spot which one is missing. Also, teacher can add one item, ask children to look carefully to spot the new one.
- ★ The children can sing/chant with actions:  
*“Look to the left.  
 Look to the right.  
 Look up, look down!  
 Oh what a sight!”*
- ★ Write on board: **Look look** dotted. Draw attention to the capital and lower case versions of the letter: L l
- ★ Teacher demonstrates tracing this.
- ★ Now say the word.
- ★ Clap the syllables **look**.
- ★ Clap again. How many syllables? (1)
- ★ Children colour in **look**.
- ★ Write **look** on dotted lines.
- ★ How many letters in **look**?
- ★ What sound is the first letter?
- ★ What sound is the last letter?
- ★ How many letter ‘o’ can you see in **look**?

Children now work in their own Workbook.



## NOTES FOR TEACHERS

### Workbook 1 - Page 13



Word hunt: a *Busy Bodies* time!

Place word cards around the classroom for the children to hunt, showing **Look** and **look**.

By now, the children should be able to complete the activity without help.

- ★ Look out for those children who seem unsure, who might be struggling and gently come alongside them. Say: "I'm looking for **look** cards - I need you to help me. Can you see a card with **look**?"
- ★ Possibly use **Partner Power** to pair this child with a peer who is confident.

## LEARNER'S PAGE

Word hunt Let's go on a word hunt!

look

Sunrise Readers Learner's Workbook 1

**Snap Power**

3

**Partner Power**

5

### Workbook 1 - Page 14

#### Read and trace

- ★ Read the sentences aloud, using **Pointer Power**. Repeat.
- ★ Read again, to a friend.
- ★ Trace over the dotted words.

Read and trace

Read and trace

Look, look!

Look, Tatenda, look!

Look Tatenda!

Sunrise Readers Learner's Workbook 1

**Sound Power**

2

**Snap Power**

3

**Pointer Power**

4

**Partner Power**

5

## Workbook 1 - Page 15



Word hunt: a *Busy Bodies* time!

Busy bodies: Before starting the worksheet, get the children active.

Teacher may hide some toys that start with the letter 'b' - book, boat, boot, baby, bed (or use pictures of these) in easy to find places in the room. Give children turns to find the toys, or look for other objects that start with 'b'.

- ★ Look at Page 2 - David's bedroom.
- ★ Talk about what you see starting with Bb.

Children now work in their own Workbook.

- ★ Children trace the word **Look**
- ★ Then they write/copy the letter 'b' on the line beside each picture.
- ★ Some may be ready to attempt the word, boat, bird, book, boot, ball.
- ★ Draw 2 pictures of 'b' toys - ball, bat

Activity fun Write trace

Look - a b \_\_\_\_\_

Look - a b \_\_\_\_\_

Look - a b \_\_\_\_\_

Look - a b \_\_\_\_\_

Look at David's toys on Page 2.

Sunrise Readers Learner's Workbook

**Picture Power**

1

**Sound Power**

2

## NOTES FOR TEACHERS

### Workbook 1 - Page 16 Read, colour and trace.

The words “Oh, oh” are used to show surprise. The way we say it may depend on whether the surprise is *lovely* - like an ice cream, or *scary* like an unexpected snake!

**Memory hook:** We make a round shape like the letter ‘Oo’ with our mouth when we say, “Oh”. Teacher may give an example of the above, then ask children to relate an experience.

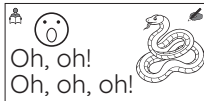
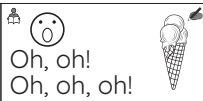
**Busy bodies:** use drama to cement the concept - hands may be raised to the cheeks, eyes wide, jump away from a bug or scary surprise etc.

Children now work in their own Workbook.

Read, colour and trace.



## LEARNER'S PAGE

**Read, colour and trace**  
Read (🗨️) colour (🎨) and trace (📏)

	
Oh, oh! Oh, oh, oh!	Oh, oh! Oh, oh, oh!

Oh, oh!      Oh, oh!

Sunrise Readers Learner's Workbook 1

<b>Sound Power</b>  2	<b>Snap Power</b>  3
--	---

### Workbook 1 - Page 17 Extra reading practice.



**Busy bodies:** Before starting the worksheet, get the children active.

Allow the children to look at the picture. Explain that David is talking to Tatenda. Speech marks have not been introduced this early.




Children now work in their own Workbook.

- ★ Work with a friend - take turns to read the text. Use **Pointer Power**.
- ★ Use **Picture Power** to talk about the picture.
- ★ Colour some or all of the picture.

**Read**  
Read (🗨️) and colour (🎨)

	Oh look, Tatenda! Oh, look! Look, Tatenda, look! Oh, oh, oh!
--	--

Sunrise Readers Learner's Workbook

<b>Picture Power</b>  1	<b>Pointer Power</b>  4	<b>Partner Power</b>  5
--	--	--

## NOTES FOR TEACHERS

**Workbook 1 – Page 18**  
Extra reading practice.

**Tatenda is talking to David.**

**Children now work in their own Workbook.**

- ★ Work with a friend – take turns to read the text. Use **Pointer Power**.
- ★ Use **Picture Power** to talk about the picture.
- ★ Colour some or all of the picture.

## LEARNER'S PAGE

**Read** and colour

Oh look, David!  
Oh, David!  
Look, David, look!  
Oh, oh, oh!

**Picture Power**

1

**Snap Power**

3

**Pointer Power**

4

**Retell Power**

6

**Workbook 1 – Page 19**  
Activity fun

**FIRST USE:** Model explicitly how to complete this task.

Teacher to prepare a large copy or use the Big Book or board to teach this activity.

This activity is on Page 12 of Friends. Explain that we do NOT write or draw in the Readers.

- ★ Allow the children to look at the page.
- ★ Ask them for what they notice – this will help the teacher gauge how they are interpreting what they see.
- ★ **Read** the instructions at the top “Make words with \_ook”.
- ★ **Point out** the box containing the first sounds – sound them out together.
- ★ **Talk about** the the pictures – elicit the words that match the picture.
- ★ **Explain** that children will write each letter in their own work book. Model this task.
- ★ **Trace** and **write** the word **Look**– use the capital letter.

**Children now work in their own Workbook.**

**Activity fun** Write, colour and trace

Make words with \_ook:

c	b	h	l
---	---	---	---

ook  
ook  
ook  
ook

Look  
look

## NOTES FOR TEACHERS

Workbook 1 – Page 20  
Read, trace, cut and paste.



**FIRST USE:** Teacher to model how to complete this task.

- ★ Prepare a large sized set of this page.
- ★ The children read and trace as they have done before.
- ★ The **NEW** activity is to cut out the 3 words below. Then the children are to re-order the words to match the sentence at the top. Once they are ready, they may stick the words into their book.

## LEARNER'S PAGE

Read, trace, cut and order

Read (1) trace (2) cut (3) and order.

Oh look Tatenda.

Oh look Tatenda.

look Oh Tatenda.

Sunrise Readers Learner's workbook 1




## NOTES FOR TEACHERS

**Workbook 1 – Page 21**  
**Read, colour and trace.**

**Introducing Chipo. Tatenda's younger sister and best friends with Jenny.**

★ Look at **Page 7** in the reading book, discuss who Chipo is, her bedroom, what toys does she like etc.

 **For teacher only: Phonics focus:** Chipo's name starts with a **digraph** – 2 letters make one sound. Children who try to sound out 'ch' by saying /k/-/h/ will not arrive at the single sound of /ch/ - chip, church, Chipo.

 **For teacher only:** Be aware that 'ch' sometimes says /k/ as in Christmas, choir, school!

**Read, colour and trace.**

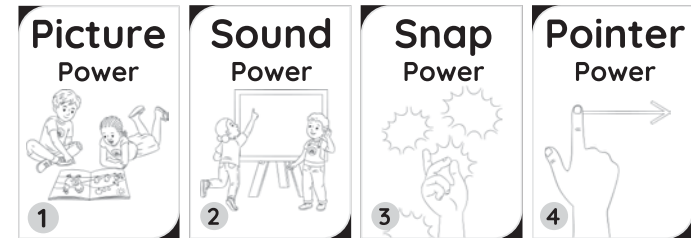
Follow the outline described for introducing **Tatenda**.

- ★ **Introduce Chipo** using large flashcard.
- ★ **Write** on board: Chipo dotted.
- ★ Now say the word.
- ★ Clap the syllables *Chi-po*.
- ★ Clap again. How many syllables? (2)
- ★ Say your name. Clap the syllables etc.

**Children now work in their own Workbook.**

- ★ Children colour in Chipo.
- ★ Write **Chipo** on dotted lines.
- ★ How many letters in Chipo's name? (5)
- ★ What sound is the first letter? – Remind children of phonics focus above.
- ★ What sound is the last letter?

## LEARNER'S PAGE






## NOTES FOR TEACHERS

### Workbook 1 – Page 22 All about Chipo.

- ★ Look at Page 7 in the reading book, discuss her bedroom, what toys or colours do you think she likes.
- ★ Follow format as established with Tatenda and David.
- ★ Use Picture Power.

## LEARNER'S PAGE

All about Chipo.



**Chipo**

Chipo's toy:

C

**Picture Power**




1

**Partner Power**



5

**Retell Power**



6

### Workbook 1 – Page 23

#### Word hunt: a *Busy Bodies* time!


Refer to page 4.

Remind the children how to hunt for Chipo's name and how/where to write it.

Encourage children who can to write her full name, but allow them to write the first letter at this stage.

**Word hunt** Let's go on a word hunt!

**Chipo**




**Snap Power**



3

**Partner Power**



5

**Workbook 1 – Page 24**  
**Read, colour and trace.**

**Introducing Jenny.** David's younger sister and best friends with Chipo. Look at Page 8 in the book, discuss who Jenny is, her bedroom, what toys or colours do you think she likes. Use Picture Power.

**Read, colour and trace.**

**Focus point:** Children to use their **Pointer Power**: **Capital J** has a different shape from **lower-case j**.

**Capital letter is written down in a different space** – stands on the line, the top of the letter touches the top line.

**Lower case j** crosses through the line, tail hangs below the line. Notice the dot above the letter: j j j

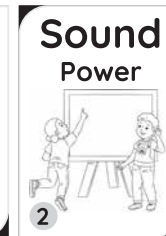
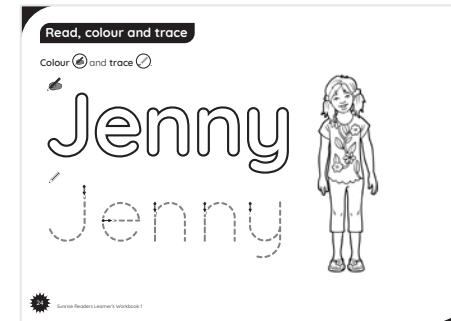
**Phonics:** Children may notice 2 of the letter 'n' in Jenny's name. Explain that when 2 of the same letter stand together, we say their sound once: nn=/n/

**Follow the outline described for introducing Tatenda.**

- ★ Introduce **Jenny** using large flashcard.
- ★ Write on board: Jenny dotted.
- ★ Now say the word.
- ★ Clap the syllables *Je-nny*.
- ★ Clap again. How many syllables? (2)

**Children now work in their own Workbook**

- ★ Children colour in Jenny.
- ★ Write **Jenny** on dotted lines.
- ★ How many letters in Jenny's name? (5)
- ★ What sound is the first letter?
- ★ What sound is the last letter? – Letter 'y' says the sound of /ee/ in Jenny.
- ★ How many n's in Jenny's name?



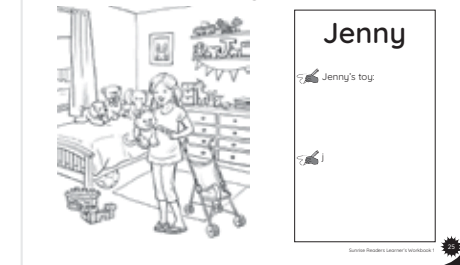
## NOTES FOR TEACHERS

### Workbook 1 – Page 25 All about Jenny.


- ★ Look at Page 8 in the reading book, discuss her bedroom, what toys or colours do you think she likes.
- ★ Follow format as established with **Tatenda** and **David**.
- ★ Use **Picture Power**.

## LEARNER'S PAGE

All about Jenny.



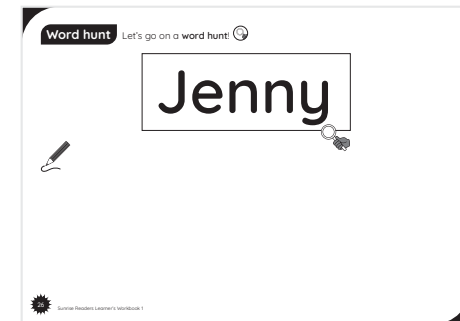
### Workbook 1 – Page 26

 **Word hunt: a *Busy Bodies* time!**

Refer to page 4.

Remind the children how to hunt for Jenny's name and how/where to write it.

Encourage children who can to write her full name, but allow them to write the first letter at this stage.




## NOTES FOR TEACHERS

### Workbook 1 – Page 27 Extra reading practice.

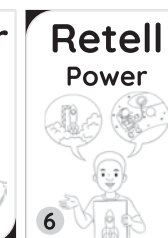
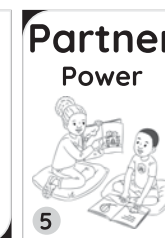
- ★ **Talk about** the drama/story unfolding in the picture. Use **Picture Power**.
- ★ Read the text. Use **Pointer Power**.
- ★ Colour the picture.

## LEARNER'S PAGE


**Read**  
Read and colour



**Chipo and Jenny**  
Oh, oh, oh!  
Look, Chipo!  
Look, look, look!  
Oh, Jenny, look!  
Oh, oh, oh!  
Look, look, look!



### Workbook 1 – Page 28

 **Read, colour and trace: a Busy Bodies time!**

**Busy bodies:** Before starting the worksheet, get the children active.

#### Busy Bodies Activities:

- ★ Time to use their bodies! Jump up, point up, both arms up. Hold the flashcard, with word hidden. When the word is displayed, children stretch up.
- ★ Add a different flashcard (a well-known word, such as **David** or **Chipo**) – try to “trick” the children into stretching when the wrong word is displayed. Always emphasise the fun, not who is winning.


#### Introduction and consolidation of the word and concept of ‘up’.

- ★ Point out the position in space of the capital and lower case of letter **U**: **Uu** when writing and reading this word. The shape is the same but the capital touches the top line. Both stand on the writing line.


Children now work in their own Workbook.

Read, colour, trace.

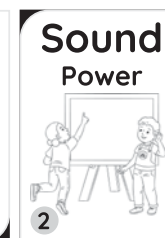
**Read, colour and trace**  
Colour and trace



**up**  
Up up



Oh, look up!  
Up, up!  
Look up!



## NOTES FOR TEACHERS

### Workbook 1 - Page 29



Word hunt: a *Busy Bodies* time!

Place word cards around the classroom for the children to hunt, showing **Up** and **up**.

Refer to page 4.

Follow previous **Word Hunt** instructions.

## LEARNER'S PAGE

**Word hunt** Let's go on a word hunt!

up

Sunrise Readers Learner's Workbook 1

### Workbook 1 - Page 30



Read, colour and trace: a *Busy Bodies* time!

**Busy Bodies Activities:** crouch, point, crawl, bend - as many 'down' actions as possible.

**Phonics focus:** the word is sounded out *d-ow-n*. The letters 'ow' are a digraph - 2 letters saying one sound, like in brown, cow. Be aware 'ow' can say an /oh/ sound, like in bow, row and tow.

Children now work in their own **Workbook**.

Read, colour, trace.

**Read, colour and trace**

Read colour and trace

down

Down down

Oh, look down!  
Down, down!  
Look down!

Sunrise Readers Learner's Workbook 1

**Picture  
Power**



1

**Sound  
Power**



2

**Pointer  
Power**



4

## NOTES FOR TEACHERS

### Workbook 1 – Page 31 Read and write.

Practice and consolidate recognition of the words and concepts of **up** and **down**.



#### Busy Bodies: Physical, multi-sensory activities:

- ★ Teacher points up or down, children say **up/down**
- ★ Role play – “Look, a balloon! The balloon is \_\_\_” children supply “up”
- ★ Divide class – some hold flashcard **down**, others flashcard **up**. Teacher says simple sentences: *The bird flew up/The tree fell down*. Children respond with action matched to their flashcard. Exchange cards and repeat.
- ★ Take action flashcards outside, with a whistle. Teacher holds up the flashcard and children do the action: **come, go, up, down**.
- ★ Treasure hunt for hidden cards – maybe in pairs/small teams.

Children now work in their own Workbook.



#### FIRST USE: Point out the icons for read and write.

The icons replace words that the learner has not yet encountered.

Complete the letter blocks to write the words **up** and **down**.

- ★ Only one letter in each block.
- ★ Look at the word down: it starts with letter ‘d’, which is tall. It fits in the tall block.
- ★ The next short block is for ‘o’.
- ★ This short block is for ‘w’.
- ★ Last short block is for ‘n’.

Children now work in their own Workbook.

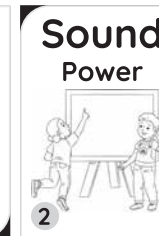
## LEARNER’S PAGE

Read and write Read (📖) colour (🎨) and write (✍️)

Up and down. Up, up, up.  
Jenny is

Down, down.  
Chipi is

© Sunrise Readers Learner's Workbook



NOTES FOR TEACHERS

Workbook 1 - Page 32  
Let's play

Interactive game, may be done alone or with a friend, or in a small group.

Instruction to colour the stars with up or the footprints with down.

Read the sentences using Pointer Power.

Read again with a friend.


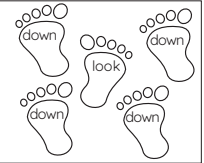
Sing an action song: Put appropriate actions to the song!



Up, up, up,  
Up so high  
Up, up, up  
High up in the sky

Down, down, down  
Dig deep down, down.  
Down, down, down,  
Dig down in the ground.

LEARNER'S PAGE

Let's play Up and down.

up:  down: 

 Jenny is up.  Chipo is down.

Sunrise Readers Learner's Workbook 1



Workbook 1 - Page 33




Word hunt: a *Busy Bodies* time!

Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **Down** and **down**.

Word hunt Let's go on a word hunt!

**down**



Sunrise Readers Learner's Workbook 1

NOTES FOR TEACHERS

**Workbook 1 - Page 34**  
Read, trace, cut and paste.

**SECOND USE:** Teacher to review how to complete this task. Refresh their memory about the icons for read and write. Ask the children if they remember what to do and celebrate what they accurately recall, clarify and reset any errors.

Children now work in their own Workbook.

- ★ The children read and trace as they have done before.
- ★ Cut out the 3 words below. Then the children are to re-order the words to match the sentence at the top.

LEARNER'S PAGE

Read, trace, cut and order

Read trace cut and order .

Jenny is down.

Jenny is down.

is down. Jenny

**Workbook 1 - Page 35**  
Read, colour and trace.

Introduce and practice - see, See.

- ★ Memory hooks for this word could include the children half-closing their eyes (as in the picture) to look into the distance. Hold finger and thumb on each hand about 2 cm apart, to form a narrow gap to see through.
- ★ Play "I spy" - take turns to choose an object to "spy/see", say the initial sound, others guess. May need to limit the number of guesses to 3, to keep the game moving.

Children now work in their own Workbook.

Read, colour, trace.

Read, colour and trace

Read colour and trace .

see see

See see

See Chipo and Jenny.  
Oh, look and see!

<p><b>Picture Power</b></p>	<p><b>Sound Power</b></p>	<p><b>Snap Power</b></p>	<p><b>Pointer Power</b></p>
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## NOTES FOR TEACHERS

### Workbook 1 – Page 36 Let's play

#### Visual discrimination fun page.

**Encourage** the children to look carefully at the picture, discuss and talk about animals they can see that are up – bird in a tree, or flying. Some may be less obvious – such as a baby animal on its mother's back.

Then **talk** about the animals that are **down**.

Children may be asked to **circle** or **colour** the animals to show which are **up** or **down**.

**Ask questions:** How do the animals move? Can you tell me the things that can fly?

## LEARNER'S PAGE

**Let's play** Look and see. What is up?  
What is down?



Sunrise Readers Learner's Workbook 1



### Workbook 1 – Page 37



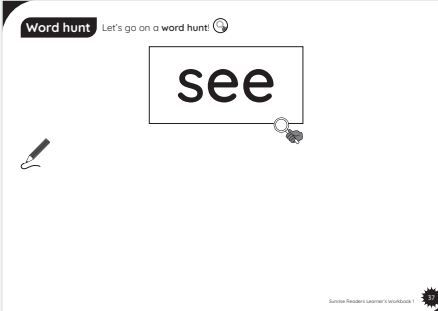
#### Word hunt: a *Busy Bodies* time!

#### Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **see**.

**Word hunt** Let's go on a word hunt! 🔍

**see**



Sunrise Readers Learner's Workbook

## NOTES FOR TEACHERS

### Workbook 1 – Page 38 Extra reading practice.

**Powers to use: Pointer, Snap and Picture Power.**




**Children say the word to match the picture:**

Look! Look up!  
See the (eagle, bird)  
See the rooster and hen.  
See the digger.

**Teacher:** You may encourage learners to draw something that is usually **up** and something that is usually **down** in the space beside the text.

## LEARNER'S PAGE

**Read and colour** Read and colour

**Look and see!**  
Look! Look up!  
See the   
Look! Look down!  
See the   
Look! Look and see!  
See the 



### Workbook 1 – Page 39 Read, colour and trace.


**Introduce and practice – come, Come.**


- ★ **Memory hook:** a beckoning finger, curved like the letter 'c' – will help children with recall as this is a sight word. It is not easy to sound out with their early phonic knowledge.
- ★ **Phonics tip: Sound Power.** The letter 'o' in come makes the sound of /u/ like in bus and the letter 'e' is blended with 'm' or silent.


**Children now work in their own Workbook.**


**Read, colour, trace.**

**Read, colour and trace** Read colour and trace

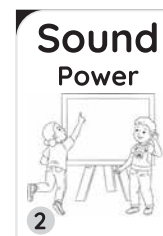
**come** 

**Come** 

**come** 

Come and see a 

cat	come	dog
Come	run	come



NOTES FOR TEACHERS

Workbook 1 - Page 41



Word hunt: a *Busy Bodies* time!

Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **come**.

LEARNER'S PAGE

Word hunt Let's go on a word hunt!

come

Workbook 1 - Page 42

Activity fun

Activity page - SECOND EXPOSURE to this type of activity.

Read aloud and clap and count syllables.

- ★ It is important to **revise** how to approach the tasks, if necessary. Teacher may take a small group of students who need help, other students may be ready to work independently.
- ★ **Explain** and use board or a large piece of paper to show how to complete the word shape. In this case, the first letter is Capital 'C'. Only one letter in one square

Activity fun

and Come.  
Come, Chipu, come.

Come or come:

come	come	run
Down	Is	come
up	Come	see

and Come.  
Come and look, Jenny.  
See Tatenda come.

Sound Power

2

Snap Power

3


Pointer Power

4

## NOTES FOR TEACHERS

**Workbook 1 - Page 43**  
Read, colour and trace.

Introducing the word - Is, is.




 **For teacher only: Phonics focus:** The letter 's' says the sound /z/ in this word. Some children may write the letter 'z' when trying to write on their own. Encourage such a child by saying, "Your ears work really well! You can hear the sound /z/ and you can say the sound /z/. But this little word uses the letter 's'! So now when you write 'is' you can remember to use letter 's' instead of 'z'."

Children now work in their own Workbook


Read, colour and trace.

★ Use Picture Power and Pointer Power.

## LEARNER'S PAGE

Read, colour and trace  
Read  colour  and trace 

is Is Chipo down?



Oh see Chipo!  
Chipo is down.



**Workbook 1 - Page 44**  
Read, match and trace.

Match the word with the capital letter to the same word with lower-case letter.

Trace over the dotted capital and lower-case letters.

★ **Remind** children about capital and lower-case letters - look at their alphabet charts. Ask for ideas of when we use a capital letter (our names, the start of a sentence.)




 **FIRST USE:** Model and explain what the children need to do.

Teacher joins up one pair and call on students to do other words with whole class participating.


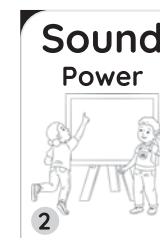
★ Flashcards for all the words in the book are prepared with the first letter in lower case AND first letter in upper case. Eg, Down, down. The children should be familiar with seeing both versions and most will understand this activity.

Children now work in their own Workbook.

Read, colour, trace.

Read, match and trace  
Read  match  and trace 

Look	oh
Oh	come
Come	and
Up	look
And	see
Down	up
See	down

## NOTES FOR TEACHERS

### Workbook 1 – Page 45 Read, colour and trace.

#### Introducing the word – Jump, jump.

Point out capital and lower case **Jj** – Link to their learning of Jenny’s name from **Page 24**.  
Each letter says its own sound – can be sounded out easily.



#### **Busy Bodies: Physical, multi-sensory activities:**

Discuss the picture, see if the children know what a trampoline is.

Do some jumping – tall and thin, as high as you can go; wide jumps with arms and legs out to the sides; scissor jumps with one leg in front, the other to the back; jumping jacks.

#### Children now work in their own Workbook.

★ Read the sentences. Find all the words **Jump** and **jump**. Draw a circle around each one.

#### Read, colour, trace.

## LEARNER’S PAGE

**Read, colour and trace**

Colour trace and read

jump

Jump jump

and Jump, Tatenda, jump.  
Oh! Jump up, Chipu.

Sunrise Readers Learner's Workbook 1

**Picture Power**

1

**Pointer Power**

4

### Workbook 1 – Page 46 Activity fun

#### Activity page – remind the children **NOT** to write in their reading book! This activity focuses on initial sounds.

Using the picture clue, the child finds the correct sound to start each word.  
In their workbook, they can write the letter into the space for each word.

#### **SECOND USE** – Remind the children how to complete this task.

This activity is on **Page 25** of Friends. **Explain** that we do not write or draw in the Readers.

- ★ Allow the children to look at the page.
- ★ Ask them for what they notice – this will help the teacher gauge how they are interpreting what they see.
- ★ **Read** the instructions at the top “*Make words*”.
- ★ **Point out** the box containing the first sounds – sound them out together.
- ★ **Talk about** the diagrams – solicit the words that match the picture.
- ★ **Explain** that children will write each letter in their own work book. **Model** this task.

#### Children now work in their own Workbook.

**Activity fun**

Make words:

r	c	d	p
---	---	---	---

ig og

at at

Sunrise Readers Learner's Workbook 1

**Picture Power**

1

**Sound Power**

2

## NOTES FOR TEACHERS

### Workbook 1 – Page 47 Read, colour and trace.



**FIRST USE:** Model how to use these pages. Whole class activity this first time, so the children learn how to engage with the text and pictures. Look at the pictures with the whole class and draw observations from the children. Practise sounding out CVC words.

- ★ Clearly demonstrate how to use:
  - **Picture Power**,
  - **Pointer Power**,
  - **Snap Power**, and
  - **Sound Power**. They are sounding out CVC words.
- ★ Make it fun! Use exaggerated vocal expression, surprise, laugh with the children.
- ★ Draw ideas from the children – Who/what is Rob? Is this a true story? Why do you think that?
- ★ These short stories are designed to be fun and engage the children in a bit of light-hearted fantasy. They deliberately do **NOT** feature the Sunrise characters. **Rob the Robot** is the central character.



**For teacher only: CVC reading practice.** CVC words are built from a consonant-vowel-consonant pattern.

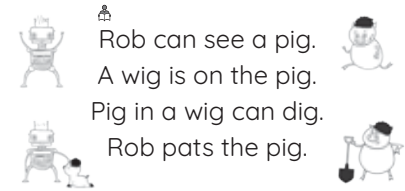
They are easy for early learners to decode as their phonics knowledge is growing.

The series of short, fun stories gives practice in recognising and reading words the child has learned so far, and extension in applying to unknown words.

The focus on this page is the short sound the letter ‘i’ makes in words like pig and wig.

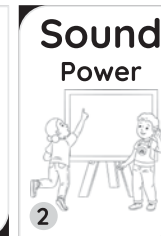
## LEARNER’S PAGE

**Read**  
Read about Rob the Robot.



Rob can see a pig.  
A wig is on the pig.  
Pig in a wig can dig.  
Rob pats the pig.

Sunrise Readers Learner's Workbook 1




**Workbook 1 – Page 48**  
**Read and colour.**

**Extra reading practice.**







- ★ Look at **Page 36** in the reading book.
- ★ Discuss the picture – what do the children think is happening?
- ★ Read the heading, read the text with a friend or in small groups.
- ★ Colour one or all of the children.
- ★ Circle **jump**.
- ★ Use all your reading **Super Powers**.

Children now work in their own Workbook.

**Read**  
 Read and colour.



and jump.  
**Come and jump!**  
 Oh, look!  
 Look and see!  
 See David jump up.  
 Jump, Jenny, jump!  
 Come, Tatenda.  
 Oh come, Chipol!  
 Come and jump.

<p><b>Picture Power</b></p>  <p>1</p>	<p><b>Sound Power</b></p>  <p>2</p>	<p><b>Snap Power</b></p>  <p>3</p>
<p><b>Pointer Power</b></p>  <p>4</p>	<p><b>Partner Power</b></p>  <p>5</p>	<p><b>Retell Power</b></p>  <p>6</p>

## NOTES FOR TEACHERS

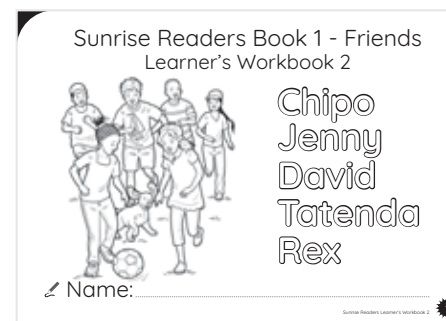
### Workbook 2 Cover- Page 1

**Teacher to show a large copy of the cover to the class. Read the instructions to the class.**

**Children now work in their own Workbook.**

- ★ The learner writes his/her name in the space provided.
- ★ They draw a line from each Sunrise character to his/her name.
- ★ Colour part or all of the picture.
- ★ Learners colour in the names.

## LEARNER'S PAGE





**Workbook 2 - Page 2**  
**Read, colour and trace.**



**FIRST USE: Teacher to model to whole class**

**Introducing Rex.** He is a central character in the Sunrise Readers Series. Spend some time building up his personality – he's often in the middle of games, having fun with the children. His role is sometimes to be “the naughty one”. As authors, we do not want one of the children to be seen as naughty and Rex can get away with running away with toys and causing mischief!  
 We are intentionally teaching children to be kind to animals.



**For teacher only: Phonics focus:** It's important to teach the children about the letter 'x'. It is a diphone – This means that at the end of a word, it represents 2 sounds – 'k' and 's'. Children will often write words such as box like this: boks, because they can sound it out but need to be taught about the useful letter 'x'! At the start of a word, 'x' says the sound /z/ - like xylophone, Xander or Xena. Most children will not meet these words for a few more years.

**Follow the outline described for introducing Tatenda.**

- ★ Introduce **Rex** using large flashcard.
- ★ Write on board: Rex dotted.
- ★ Now say the word.
- ★ Clap the syllables *Rex*.
- ★ Clap again. How many syllables? (1)
- ★ Say your name. Clap the syllables etc.

**Children now work in their own Workbook.**

- ★ Read the text.
- ★ Children colour in Rex.
- ★ Write Rex on dotted lines.
- ★ How many letters in Rex's name?
- ★ What sound is the first letter?
- ★ What sound is the last letter? (*k-s* as explored previously)

Read, colour and trace

Colour and trace

Rex

Rex

Come, Rex, come.  
 Look, see Rex!  
 Rex can jump up.

Sunrise Readers Learner's workbook 2

<p><b>Picture Power</b></p> <p>1</p>	<p><b>Sound Power</b></p> <p>2</p>	<p><b>Pointer Power</b></p> <p>4</p>
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## NOTES FOR TEACHERS

### Workbook 2 - Page 3

#### Guide a discussion of the items on the page.

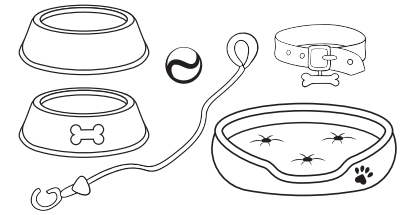
- ★ Ask the children for their ideas about what each item is for.
  - Collar and name tag.
  - Leash to go for a walk – safe on the roads.
  - Ball to chase.
  - Food and water bowls.
  - Dog bed to sleep in.
- ★ What else may a pet need? (Kennel/ vet visits/ vaccinations etc.)
- ★ Elicit any stories children may have about a pet, or tell a story about your pet.

#### Children now work in their own Workbook.

- ★ Draw food for Rex in the food bowl.
- ★ Colour water in the water bowl.
- ★ Draw a dog in the dog bed.
- ★ Draw a line from the leash to the collar.

## LEARNER'S PAGE

### All about Rex:



### Workbook 2 - Page 4

#### Read, colour and trace.

#### Practice for the 'x' sound at the end of the word.

#### Children work in their own Workbook.

- ★ Use Picture Power and Pointer Power.
- ★ Read, colour, trace, draw.

Read, colour and trace

Read colour and trace

Rex in a box



Rex

Rex in a box.

Rex in a box.





## NOTES FOR TEACHERS

### Workbook 2 – Page 5



Word hunt: a *Busy Bodies* time!

Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **Rex**.

## LEARNER'S PAGE

Word hunt Let's go on a word hunt.

Rex

Sunrise Readers Learner's Workbook 2

## NOTES FOR TEACHERS

### Workbook 2 – Page 6

Read, trace, cut and paste.

Review the activity if necessary or take aside those children who find this difficult and work together in a small group.

Children work in their own Workbook.

- ★ The children read and trace as they have done before.
- ★ The children cut out the 3 words below.
- ★ Then re-order the words to match the sentence at the top. Once they are ready, they may stick the words into their book.

## LEARNER'S PAGE

Read, trace, cut and order

Read, trace, cut and order.

See Rex go.

See Rex go.

Rex go. See

Sunrise Readers Learner's Workbook 2

## NOTES FOR TEACHERS

Workbook 2 - Page 7  
Read, trace, cut and paste.

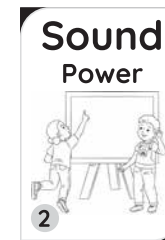
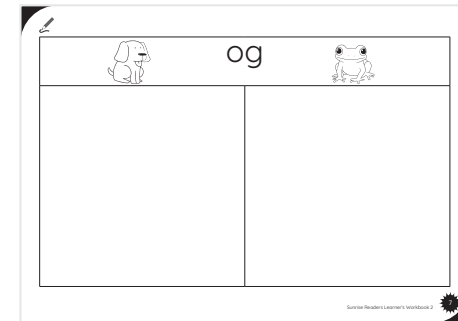


**FIRST EXPOSURE:** Take time to model and demonstrate how to complete this activity.

- ★ Use your **alphabet chart**. Teacher writes on board or a big sheet of paper for this session.
- ★ **“Make Words”** by adding one letter at the start, followed by **-og**.
- ★ We are building a word family. In this case, words that end with **og**.
- ★ Teacher writes down each new word, without comment. Children may start to notice and comment that some of these **“are NOT words”!** *aog, bog, cog, dog, eog, fog, gog, hog, iog, jog, kog, log, mog, nog, oog, pog, qog, rog, sog, tog, uog, vog, wog, xog, yog, zog.*
- ★ Teacher uses ideas from the children to then sort the words they make into **“real words”** and others. Say: **“Is aog a word?”** Once agreed that it is **NOT**, cross it off the list. Do this with all the words, circling or underlining the **real** words. Teacher demonstrates (and then may call on capable children) to write the real words into the chart.
- ★ The children may make real words that **they don’t recognise**, such as fog or hog. This presents opportunities for discussion and vocabulary building.

Children then complete the same exercise referring to their own **alphabet chart** and write the words into their workbook. Leave the above sample visible to assist this process.

## LEARNER’S PAGE



## NOTES FOR TEACHERS

### Workbook 2 – Page 8 Read.

Second use – revise with the children, ask for their recall and give positive feedback.


These short stories are designed to be fun and engage the children in a bit of light-hearted fantasy.


They deliberately do **NOT** feature the Sunrise characters. **Rob the Robot** is the central character. Look at the pictures with the whole class and draw observations from the children.



- ★ Draw observations from the children. Ask: “Who is in this story? Who remembers his name? What animal can you see? What is the dog doing? What sound can you hear in dog and log and Rob?”
- ★ Remind the children to use their **Sunrise Super Six Super Powers**.


The focus on this page is the short /o/ sound that the letter 'o' makes in words like **dog** and **jog**. Make it fun!

## LEARNER'S PAGE



Read 

Read 

Rob can see a dog.  

The dog jumps on a log. 

Jog on the log, big dog!

Rob pats the dog.  

Sunrise Readers Learner's Workbook 2

### Workbook 2 – Page 9

Giving opportunity to explore the idea of pets, how to care for them, all the different kinds of animals that families may keep as pets. Vocabulary building and exposure to new concepts.

- ★ Bring in some picture books or old calendar pictures of pets or animals. Small stuffed toys are also a good stimulus for discussion.
- ★ Discuss what animals the children think are good pets. Which animals would not be good pets. (Wild or dangerous ones!)
- ★ Let children who do have pets describe some of their interactions.

Teacher to verbally give the instructions:

- ★ Draw your pet or a pet you would like to have.
- ★ Draw food for your pet.
- ★ Draw toys for your pet.
- ★ Write your pet's name or the first letter.

Children now work in their own Workbook.

This activity gives an opportunity for children to present their work to the class (speaking and listening skills). Ask for volunteers to show their page and tell the class about their pet and what they have drawn. Class members may ask questions.

All about my pet.

 Name of pet: \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

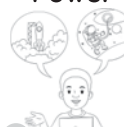
Sunrise Readers Learner's Workbook 2

**Picture Power**



1

**Retell Power**



6

NOTES FOR TEACHERS

**Workbook 2 – Page 10**  
Read and colour.

Use **Picture Power** and **Pointer Power**.

Read and colour page.


Explain the instruction box to the children:

- ★ They use **red** to colour the word 'is';
- ★ **blue** to colour the word 'down'; and
- ★ **green** for the word 'oh'.

Children now work in their own Workbook.

LEARNER'S PAGE

**Read**  
Read and colour



Down, down!  
Jenny is down.  
Rex is down.  
Oh, oh, oh!

is	red.
down	blue.
oh	green.

Sunrise Readers Learner's workbook 2

**Picture Power**



1

**Snap Power**



3


**Pointer Power**



4

**Workbook 2 – Page 11**  
Read, colour and trace.


Introduction and practice of **Go, go** – point out how different capital **G** is compared to lower case **g**; point out position in space when writing the word.

 **Busy Bodies:** Take the flashcard for **go** outside – when it is held up, the children must go to a place you say: such as **Fence** or **Wall**. (*Do not just say “Go” – some of them may not come back!*)

Children now work in their own Workbook.

- ★ Use **Picture Power** and **Pointer Power**.
- ★ Read, colour, trace.

**Read, colour and trace**  
Colour and trace



**Go**  
Go go

Go, Rex, go!  
Oh, Rex!  
Rex can go.  
Go, go, go!

Sunrise Readers Learner's workbook

**Picture Power**



1

**Snap Power**



3

**Pointer Power**



4

## NOTES FOR TEACHERS

**Workbook 2 – Page 12**  
Read, colour and trace.

**Practice Go, go; Come, come.**

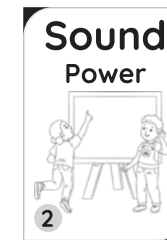
**Read, trace and colour.**

- ★ Teacher to **explain** the **colour code** – Write each word on the board in the colour assigned to it, to assist the children to complete the activity.
- ★ Children trace over the words in the box, using the **correct colour**.
- ★ **Colour each section** of the fish in the correct colour.
- ★ The background colour of the fish may be left plain or the children encouraged to use a different colour that they like.

## LEARNER'S PAGE

**Read, colour and trace**

Go red.	go orange.
Come blue.	come yellow.



**Workbook 2 – Page 13**  
Read.

**Phonic practice of the short sound of /e/ in words like red hen.**

- ★ Draw observations from the children. Ask: “Who is in this story? Who remembers his name? What animal can you see? What is the hen doing? What sound can you hear in red hen, and ten? What is a baby chicken called?”
- ★ Remind the children to use their **Sunrise Super Six Powers**.

**Read**

See the red hen, Rob.  
The hen is down here.  
Oh, look! See ten s.  
Rob pats the hen.

## NOTES FOR TEACHERS

### Workbook 2 – Page 14 Read, colour and trace.

#### Introducing the word – play.

**Phonics focus:** The word is sounded out *p-l-ay*. Casually mention that the letters ‘ay’ are a digraph – 2 letters say one sound. Teacher may like to explore other simple words that use this digraph – day, say, stay, pray, may.



**Busy Bodies:** Ask volunteers to mime playing a game – football, skipping, cricket – and the other children try to guess. Everyone gets up to copy the mime. Have fun!

- ★ Draw attention to capital and lower-case letter position when writing.

Children now work in their own Workbook.

- ★ Remind the children to use their **Sunrise Super Six Powers**.

Read, colour, trace.

## LEARNER'S PAGE

Read, colour and trace

Colour and trace

Play, play.

Play play

Come and play!  
Let us run and hop!  
Let us jump!  
Play, play, play!

Sunrise Readers Learner's workbook 2

### Workbook 2 – Page 15



**Word hunt: a Busy Bodies time!**

Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **Play** and **play**.

Word hunt Let's go on a word hunt!

play

Sunrise Readers Learner's workbook 2



**Workbook 2 – Page 16**  
Activity fun.

**Practising Play, play.**

**Activity page – Second EXPOSURE to this type of activity.**








- ★ It is important to *revise* how to approach the tasks. Draw recall from the children.
- ★ **Explain** if necessary or take a small group with children who need more help.
- ★ In this case, the first letter is lower case ‘p’, indicated by the block having “tail space” below the line. Only one letter in one square.

**Children now work in their own Workbook.**

- ★ Remind the children to use their **Sunrise Super Six Powers**.

**Read, colour, trace.**

**Activity fun**

 Come and play, Rex. Play, play, play.	 Play play												
 <table border="1"> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table>													 play or play play jump <b>Play</b> Down <b>play</b> go <b>Play</b> run play
 pl _____ _____ ay.	 and  play: See Tatenda play. Play, Tatenda, play.												

Sunrise Readers Learner's Workbook 2

**Workbook 2 – Page 17**  
Read, colour and trace.



**Introducing the word – Here, here.**


- ★ **Phonics focus:** The word is sounded out “h-ere” (ere sounds like ear)
- ★ **Memory hook:** The index finger curls and points down “here” in a shape like the letter ‘r’.
- ★ Point here (close by) and point there – across the room to reinforce the physical position.

**Children now work in their own Workbook.**


- ★ Remind the children to use their **Sunrise Super Six Powers**.

**Read, colour, trace.**


**Read, colour and trace** Read  colour  and trace 

here 

Here here



--	--	--	--

 and  here:  
 Come here, Rex!  
 Run and play here.  
**Here, here, here!**

Sunrise Readers Learner's Workbook 2

## NOTES FOR TEACHERS

### Workbook 2 – Page 18



Word hunt: a *Busy Bodies* time!

Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **Here** and **here**.

## LEARNER'S PAGE

Word hunt Let's go on a word hunt!

here

### Workbook 2 – Page 19 Read and colour.

#### Extra reading practice.

- ★ Look at **Page 30** in the reading book.
- ★ Discuss the picture – what is happening?
- ★ Read the heading, read the text with a friend or in small groups.
- ★ Remind the children to use their **Sunrise Super Six Powers**.
- ★ Colour one or all of the children.
- ★ Find all the words **Here** and **here**. Draw a circle around each one.

Children now work in their own **Workbook**.

Read Read and colour

here and Here:

Play here.  
Here is Chipo.  
Here is Jenny.  
David is here.  
Tatenda is here.  
Bob is here.  
Play here, Rex.

## NOTES FOR TEACHERS

### Workbook 2 – Page 20 Activity fun.

- ★ **Instruct and model** to the children how to finish the word by adding **-re** or **He-** to the sample in the exercise.
- ★ Read and find all the words that say **Here** and **here**. Draw a circle around each one.

## LEARNER'S PAGE

**Activity fun**

		<p>Here and here:</p> <p>Here oh up come here is up Here at</p>
<p>and Here is Chipi. Tatenda is here.</p>	<p>base He _____ _____re.</p>	<p>and here: Here is a _____. Is the _____ up here?</p>

Sunrise Readers Learner's Workbook 2

### Workbook 2 – Page 21 Read and colour.

#### Extra reading practice.

- ★ Look at **Page 29** in the reading book.
- ★ Discuss the picture – what is happening?
- ★ Remind the children to use their **Sunrise Super Six Powers**.
- ★ Read the heading, read the text with a friend or in small groups.
- ★ Colour one or all of the children.

**Children now work in their own Workbook.**

**Read**

Read and colour 🎨

Play here, Rex.  
Come here and play.  
David and Rex play.  
Come and play,  
Tatenda.

Sunrise Readers Learner's Workbook 2

## NOTES FOR TEACHERS

**Workbook 2 - Page 22**  
Read, colour and trace.

Introducing the word - Run, run.



**Busy Bodies Activity: Add run to your collection of action words.**

- ★ Take the class outside with flashcards and a whistle.
- ★ Show the first action word (**jump**) and the children all jump, blow the whistle and hold up a new word (**go**).
- ★ Add (**run**) to the mix and end with (**come**) to bring the class back to you.
- ★ Have fun! Maybe give each child a bean bag, or piece of fabric to carry on their head, under their chin, held between their knees whilst doing one or two of the actions.

Children now work in their own Workbook.

Read, colour, trace.

## LEARNER'S PAGE

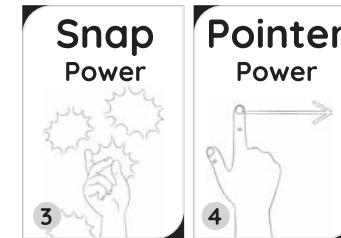
**Read and trace**  
Read colour and trace

**Run run**

Run, run, run!  
See the man and the dog run!

**Run run**

Sunrise Readers Learner's workbook 2



**Workbook 2 - Page 23**



**Word hunt: a Busy Bodies time!**

Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **Run** and **run**.

**Word hunt** Let's go on a word hunt!

**run**

Sunrise Readers Learner's workbook 2

## NOTES FOR TEACHERS

**Workbook 2 – Page 24**  
Read, trace, cut and order.

**Teacher to review how to complete this task. Ask the children if they remember what to do and celebrate what they accurately recall. Clarify and reset any errors.**

**Children work in their own Workbook.**

- ★ The children read and trace as they have done before.
- ★ Cut out the words below. Then the children are to re-order the words to match the sentence at the top. Once they are ready, they may stick the words into their book.

## LEARNER'S PAGE

**Read, trace, cut and order**

Read trace cut and order.

Run and play here.

Run and play here.

here. Run play and

Sunrise Readers Learner's Workbook 2

**Workbook 2 – Page 25**  
Activity fun.

**Look at Page 43 in the Reader – Activity page – remind the children NOT to write in their reading book!**

**This activity focuses on initial sounds.**

- ★ Many children will be able to complete the activity unaided.
- ★ The teacher may choose to work with a small group to check their understanding or remind them of the process.

**Children now work in their own Workbook.**

- ★ Using the picture clue, the child finds the correct sound to start each word.
- ★ In their Workbook, they can write the letter into the space for each word.

**Activity fun**

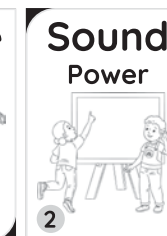
Make words:

f	b	s	r
---	---	---	---

un un

un un

Sunrise Readers Learner's Workbook 2





## NOTES FOR TEACHERS

**Workbook 2 – Page 26**  
**Read and colour.**

Look at **Page 40** in the reader.

**Read and colour.**

**Extra reading practice.**

- ★ Remind the children to use their **Sunrise Super Six Powers**.
- ★ Find **Run** and **run**. Draw a circle around each one.

## LEARNER'S PAGE

**Read** Read and colour

See David and Tatenda run!  
 Run, Tatenda, run!  
 Run David, run!  
 Come and run here  
 Run up, run down.  
 Run and play here.  
 Run, run, run!



run:

Sunrise Readers Learner's Workbook 2

**Workbook 2 – Page 27**  
**Read.**

Follow up practice of the **-un** family featured in the **Activity** page.

**Phonic practice** of the short sound of /u/ in words like sun, fun and bun.

- ★ Elicit observations from the children. Ask: *“Who is in this story? Who remembers his name? What can you see? Can a bun run? What sound can you hear in fun, sun, and bun? Would you like to eat a real bun?”*
- ★ Remind the children to use their **Sunrise Super Six Powers**.

**Read**

Rob can see a bun.  
 The bun has fun in the sun.  
 Run in the sun, bun!  
 Rob pats the bun.



Sunrise Readers Learner's Workbook 2

## NOTES FOR TEACHERS

**Workbook 2 – Page 28**  
Read, colour and trace.

Most children will be able to complete the activity unaided.

★ Remind the children to use their **Sunrise Super Six Powers**.

**Children now work in their own Workbook.**

**Read, colour, trace.**

**Learners decorate the page with cars.**

## LEARNER'S PAGE

**Read, colour and trace**

Colour and trace

Car car

Car car

The car is red.  
The car can go.  
See the car go.  
Go, car, go!

**Workbook 2 – Page 29**  
Activity fun.

**FIRST USE:** Word searches are a popular extension tool. This one is very simple with the words only shown going left to right, with the dark blocks helping to define the words.

- ★ **Teacher:** Prepare a large copy of the **Word Search square**.
- ★ **Model** how the children are to look for and read the words. The words do **NOT** need to be done in a top to bottom/left to right sequence. Do one or two to show the class – perhaps colour lightly over the “found” words so the children look for others.
- ★ Ask for volunteers who can see another word. Let the child colour in the word s/he found.
- ★ Read the sentence below. Use **Pointer Power** and **Snap Word Power**.

**Children work in their own Workbook.**

**Read, colour and draw.**

- ★ In their books, the children complete the whole word search.

**Activity fun** Find 12 words. Find them aloud.

d	o	w	n	s	e	e
	c	o	m	e		
u	p	j	u	m	p	
	h	e	r	e		
	l	o	o	k	i	s
		f	i	n	d	
p	l	a	y	c	a	r
	a	n	d	m	y	

a car.

Come and see my car.



## NOTES FOR TEACHERS

### Workbook 2 – Page 30

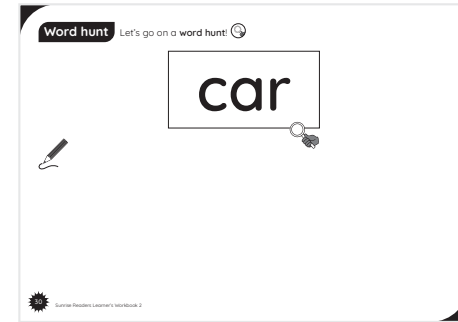


Word hunt: a *Busy Bodies* time!

Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **Car** and **car**.

## LEARNER'S PAGE



### Workbook 2 – Page 31

Read, colour and trace.

**For teacher only:** **the** is a snap word that the children need to recognise instantly. It is **NOT** a word to **sound out** because the separate sounds of /t/h/e/ do not help the learner arrive at the sound of the word.

“th” is a blend (2 letters making one sound).

The sound of the letter “e” in this word is like /u/ in ‘bus’.

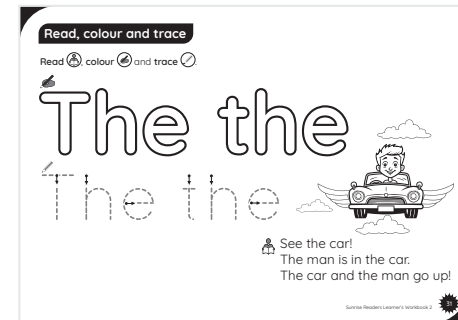
- ★ Introduce and practise the whole word, using flashcards: **The** and **the**
- ★ **Model first:** Say the letter **NAMES**, not the sounds: tee, aitch, ee says **the**.
- ★ All practice together with the teacher.

Children now work in their own **Workbook**.

Most children will be able to complete the activity unaided.

- ★ Remind the children to use their **Sunrise Super Six Powers**.

Read, colour, trace.



**Picture Power**



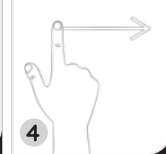
1

**Snap Power**



3

**Pointer Power**



4



NOTES FOR TEACHERS

Workbook 2 – Page 32



Word hunt: a *Busy Bodies* time!

Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **The** and **the**.

LEARNER'S PAGE

Word hunt Let's go on a word hunt!

the

Workbook 2 – Page 33

Activity fun: Read, colour and trace.

Most children will be able to complete the activity unaided.

- ★ **New task:** to find 4 repeats of the word **the** in the jumble of letters and circle each one.
- ★ Remind the children to use their **Sunrise Super Six Powers**.

Children now work in their own Workbook.

Read, colour, trace.

Activity fun Read colour and trace

and the:  
See the dog run.  
The cat can jump.  
See the car go.

can the he the  
the you the see

the:  
The to e h e t u b n a t h e t a r t h e

and  
See the pig run. The the



## NOTES FOR TEACHERS

Workbook 2 – Page 34  
Activity fun: Read and colour.

Page 35 in the Reader.

Teacher to display the colours for each word, as written in the text box.

- ★ Prepare a sample of the words: **see, the, cars, go, up, down**, with the correct colour applied.

Children work in their own Workbook.

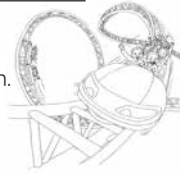
- ★ Remind the children to use their **Sunrise Super Six Powers**.

Read and colour.

## LEARNER'S PAGE

**Activity fun** Read and colour

The cars go up and down  
See the cars go.  
See the cars go up.  
See the cars go down.  
Up, up, up.  
Down, down, down.



see red.	the green.	cars yellow.
go orange.	up blue.	down brown.

Sunrise Readers Learner's Workbook 2

Workbook 2 – Page 35  
Activity fun: Read and colour.

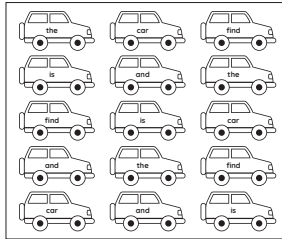
Practise words: the, car, and, is, find.

Teacher to prepare the colour key to show the children which colour is applied to which word.

- ★ Copy 5 large samples of the car, write one word in each car, colour in some way. (Make them sturdy and keep them for next year!)

Read and colour.

**Activity fun** Read and colour



the red.
car yellow.
and blue.
is green.
find orange.

Sunrise Readers Learner's Workbook 2




**Workbook 2 – Page 36**  
Read, colour and trace.

**Introducing the word – My, my.**

**Memory hook:** The tail of the 'y' looks like a finger, pointing to self – give some sample sentences: "This is my hat".

- ★ **Phonics focus:** The letter 'y' uses the initial sound as in **yellow**.
- ★ However, at the end of words it helps us by using sounds we think of as vowel sounds.
- ★ In the word **my** we sound the 'm' as /mmm/, and the 'y' as a long /i/ sound, like this: /eye/. Think of other words to share with the children such as: by, fly, cry, dry, spy.
- ★ VERBAL instruction: Draw a cat or a dog.

 **For teacher only:** For some other words, 'y' sounds like long /ee/: baby, mummy, sorry, happy. Some children who have good listening skills will write the words using **ee (babe)** or **capital I** (often using the capital - **cri** instead of **cry**) because they can hear that sound and they know words like 'green' and 'I'. Congratulate them – they are applying their knowledge! Then teach them about helpful letter 'y' that can make vowel sounds at the end of words.

**Most children will be able to complete the activity unaided.**

- ★ Remind the children to use their **Sunrise Super Six Powers**.

**Children work in their own Workbook.**

**Read, colour, trace.**

**Read, colour and trace**

Colour and trace

My my

My my

My cat and my dog can play here. my .....

Sunrise Readers Learner's Workbook 2

**Workbook 2 – Page 37**



**Word hunt: a Busy Bodies time!**

**Refer to page 4.**

Place word cards around the classroom for the children to hunt, showing **My** and **my**.

**Word hunt** Let's go on a word hunt

my

Sunrise Readers Learner's Workbook 2

**Workbook 2 - Page 38**  
**Read, colour and trace.**

**Introducing Fluff.** The toy cat has been depicted throughout the book. Now is the time to make a fuss of her, as Jenny's favourite toy. Many children have a toy or an item that helps them feel secure, that they like to cuddle and in which they find comfort. Teacher could bring a stuffed toy animal to school, for this session.

**Focus point:** Look at the end of Fluff's name. What do you see? Yes, two of the letter 'f'. When 2 of the same letter stand together, we say their sound only once: **ff=/f/**

Some children might recall this from Jenny's name, two letter **nn** say one sound /n/.

**Follow the outline described for introducing Tatenda.**

- ★ Introduce **Fluff** using large flashcard.
- ★ Write on board: Fluff dotted.
- ★ Now say the word.
- ★ Clap the syllables *Fluff*.
- ★ Clap again. How many syllables? (1)

**Children now work in their own Workbook**

- ★ Read the text.
- ★ Write Fluff on dotted lines.
- ★ How many letters in Fluff's name? (5)
- ★ What sound is the first letter?
- ★ What sound is the last letter?
- ★ How many **Ff**s in Fluff's name?
- ★ Children colour in Fluff.

Read, colour and trace

Colour and trace



Fluff is here.

Is Jenny here?

Jenny! Fluff is here.

Come and play.

Fluff

Fluff


Sunrise Readers Learner's workbook 2

**Picture**  
Power



1

**Sound**  
Power



2

**Pointer**  
Power



4

NOTES FOR TEACHERS

Workbook 2 – Page 39  
Read, colour and trace.

Introducing the word – Find, find.

**Phonics focus:** The letter ‘i’ uses its long sound like /eye/. Explain that to the class, then the word is easy to sound out.

**Most children will be able to complete the activity unaided.**


★ Remind the children to use their **Sunrise Super Six Powers**.

Children work in their own **Workbook**.

Read, colour, trace.

LEARNER’S PAGE

Workbook 2 – Page 40

 **Word hunt: a *Busy Bodies* time!**

Refer to page 4.

Place word cards around the classroom for the children to hunt, showing **Find** and **find**.

NOTES FOR TEACHERS

Workbook 2 - Page 41  
Read, trace, cut and order.

Most children will be able to complete the activity unaided.

★ Remind the children to use their **Sunrise Super Six Powers**.

Children now work in their own Workbook.

Read, trace, cut and paste.

LEARNER'S PAGE

**Read, trace, cut and order**

Read trace cut and order.

See Jenny find Fluff.

See Jenny find Fluff.

find See Fluff. Jenny

Sunrise Readers Learner's Workbook 2

Workbook 2 - Page 42  
Activity fun.

Revise as necessary.

Most children will be able to complete the activity unaided.

★ Remind the children to use their **Sunrise Super Six Powers**.

Children now work in their own Workbook.

Read, trace, circle.

**Activity fun**

Find Fluff!  
Can Rex find Fluff?

Find find

find or find

find	play	<b>Find</b>
come	<b>find</b>	look
here	Find	find

and find:

Can Chipso find the car?  
Go and find David, Rex.

Sunrise Readers Learner's Workbook 2

**Workbook 2 – Page 43**  
Let's play.

**Visual discrimination activity.**

- ★ Children may work independently or with a friend – **Partner Power!**
- ★ They search for images of **Fluff** hidden in the picture. Each image may be coloured in or circled.
- ★ Images of **Fluff** may be large or small, upside-down, lying sideways or right way up. Children should be able to recognise that all images show **Fluff**, even if the toy cat is out of position.
- ★ Discuss with the class: How many **Fluffs** did you find?



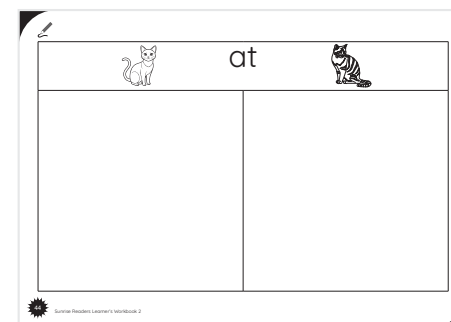
**Workbook 2 – Page 44**  
Activity fun.

**SECOND EXPOSURE: Take time to revise and explain expectations for this activity.**

- ★ These activity pages are for **word families**. In this case, words that end with “at”.
- ★ Children use their **alphabet chart** to make words by adding one letter at the start of **\_at**.
- ★ They then sort the words they make into “*real words*” and fake words. They write the real words into the chart.

Some children will be able to work independently. Perhaps pair these children with others who need some help – make it fun to do together.

Children now work in their own Workbook.



## NOTES FOR TEACHERS

**Workbook 2 – Page 45**  
Read.




**Consolidation of the -at sounds and CVC words.**

**Phonic practice of the short sound of /a/ in words like cat, mat, hat.**

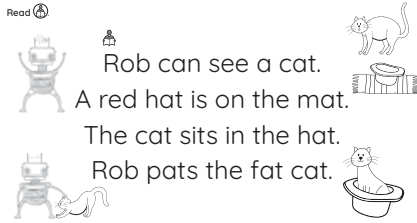
- ★ Draw observations from the children. Ask: “Who is in this story? Who remembers his name? What animal can you see? What is the hen doing? What sound can you hear in cat, hat, mat? What is a baby cat called?”
- ★ Remind the children to use their **Sunrise Super Six Powers**.

## LEARNER’S PAGE

**Read**

Read   

Rob can see a cat.  
A red hat is on the mat.  
The cat sits in the hat.  
Rob pats the fat cat.



Sunrise Readers Learner's Workbook 2

**Workbook 2 – Page 46**  
Read, match and trace.

**Match the word with the capital letter to the same word with lower case letter.**

**Trace over the capital and lower case letters.**




**SECOND USE:** Model and revise what the children need to do. Teacher joins up one pair and call on students to do other words with whole class participating.

- ★ Flashcards for all the words in the book are prepared with the first letter in lower case AND first letter in upper case. Eg, **Down, down**. The children should be familiar with seeing both versions and most will understand this activity.

**Children work in their own Workbook.**

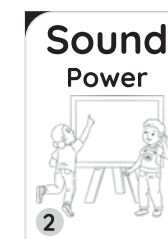
**Read, match, and trace.**

**Read, match and trace**

Read  match  and trace 

Go	here	Go	go
Jump	car	Jump	jump
Play	go	Play	play
Here	jump	Here	here
Car	find	Car	car
The	play	Find	find
Find	the		

Sunrise Readers Learner's Workbook 2





## NOTES FOR TEACHERS

**Workbook 2 – Page 47**  
Read and colour.


Extra reading practice.

- ★ Consolidation of newly introduced words.
- ★ Remind the children to use their **Sunrise Super Six Powers**.
- ★ Learners could be asked to circle the words **Come** and **find**.

## LEARNER'S PAGE

**Read and colour** Read and colour

🏠 Come and find my car!  
Oh, oh, oh!  
Come and find my car!  
Come and look!  
Is the car down here?



Sunrise Readers Learner's Workbook 2

**Workbook 2 – Page 48**  
Let's play.





Matching game.

**Teacher: Prepare one set of word cards that match the pictures for each pair or group.**

- ★ Place the flashcards with the word facing down on the table or floor.
- ★ Children take turns to reveal the next flashcard.
- ★ If they can read it, they place it on the correct picture. If they can't read it, the flashcard is placed back face down.
- ★ Continue to match until all the pictures are covered.
- ★ Encourage cooperation, not competition – both children work together to complete the matching task.

**Children play in pairs or a small group of 3.**

**Let's play** Can you play? Find the words for the pictures.

Sunrise Readers Learner's Workbook 2

