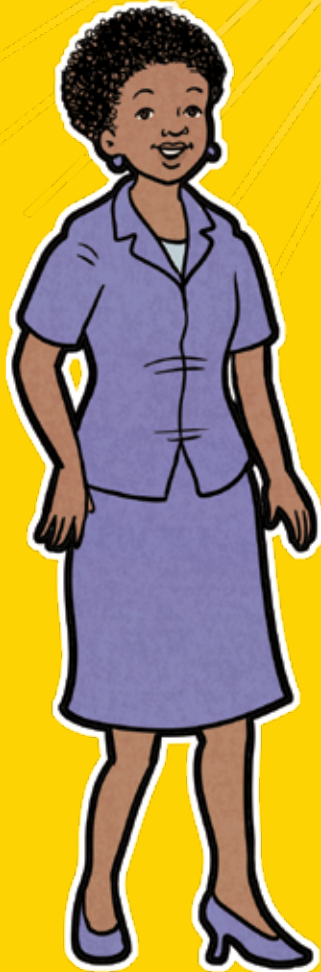


# Book 2 - Work and Play

Learner's Workbook



Father



Mother



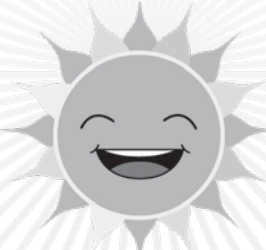
Grandmother



Mother



Uncle Tim



# Sunrise Readers Book 2 - Work and Play

Learner's Workbook

---

## **Teacher's Guide**



# Introduction

Dear Teachers  and Parents 

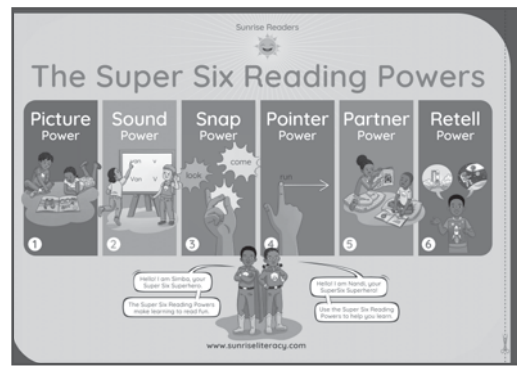
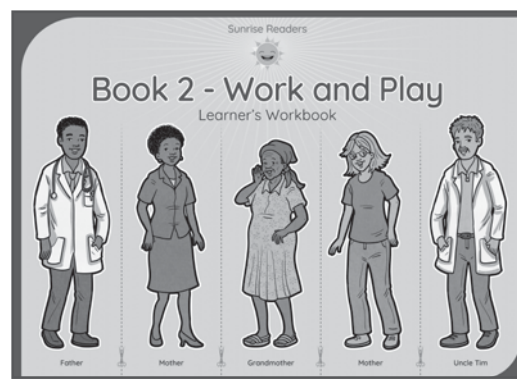
Thank you for embarking on this literacy journey with your young learner/s. The following information will assist you to make the best use of this workbook and ensure that your learner derives maximum benefit from using it as a companion resource with **Sunrise Readers Book 2: Work and Play**. The following comments are applicable in any environment where young children are learning to read and write, whether in a school classroom or homeschool setting.

Visit our website - full of resources and teaching tips - <https://sunriseliteracy.com/sunrise-readers-book-1-friends-resources>

## Notes for Teachers:

**Reading Lessons: Establish a pattern of a class reading lesson every day: Each story is read at least 3 times.**

- ★ **Teacher reads the Sunrise story to the class** each day, progressing through Book 2 (e.g. Starting with Mother and Grandmother pages 1 -3.). She uses **Picture Power** for each page, using questions to draw attention to details and engage learners with the characters and their actions. Big Books are especially useful to demonstrate **Pointer Power** as she reads. Be careful not to interrupt the story - understanding the text and enjoying the story is the focus at this stage.
- ★ **Shared reading:** The whole class reads the story together, with the teacher leading. Do not interrupt this.
- ★ **Partner Power:** Learners in pairs or groups read to each other. This is where more capable learners can assist those who may be struggling.
- ★ **Retell the story:** Now the learners retell the story in pairs or groups of 3-4. They can use the cut out character cards to retell or act out the story.
- ★ **Character Cards:** Sometimes give the learners the opportunity to play with the characters, making different endings for the stories, making up stories of their own etc.
- ★ **Busy Bodies:** Have the learners been sitting for 20 - 30 minutes? A few minutes of stretching, singing, moving is important for young bodies and will improve concentration.
- ★ **Workbook:** Now introduce the relevant workbook activity for the day.



# General Tips



**Continue using the Super Six reading skills all the time** – develop a reading culture across all subjects. **The learners have the Super Six chart printed for them on the cover of this workbook!**



**Busy Bodies are learning bodies!** Include plenty of movement across the day – at least every 30 minutes, get everyone up, sing a short song, clap, jump, go outside!

**Extra reading practice:** The Sunrise Readers Workbooks give learners more practice in reading. Make the most of the text on pages where the icon indicates **Read:** Establish the same pattern as for reading class reading:



Teacher reads the text expressively to the class.



Learners read the text together with the teacher (shared reading) – once or twice. Remind them: always use **Pointer Power!**



Learners read the text in pairs or in groups – **Partner Power.**



Individuals read aloud to themselves, using **Pointer Power.**

**Incorporate themes from the book into the classroom. Set up a table, with a pin board for displays.** Change it weekly to keep it fresh and interesting for the children. Collect books that reflect the theme, develop an interest corner with interesting items linked to each topic. Some ideas for themes:

- ★ **Family** – use the names for family connections: Dad/Father, Mum/Mother, uncle, aunt, grandfather, grandmother, sister, brother and so on.
- ★ **Work** – discuss the children’s families – who works, who stays home, what sort of work do they think the adults in the book do – ask them to explain why they think that, using **Picture Power** to find clues.
- ★ **Play** – notice the games the children play. Try some of them in a Busy Body session.
- ★ **Colour** – Each child chooses a shape or square in their favourite colour. Then make a bar graph to compare which colours are most popular.
- ★ **Number** – Words for numbers one - 1, two - 2 and three - 3 are introduced. Match them to a class number chart. Counting activities – make collections (seed pods, marbles, toy cars – anything!) and sort them into groups to count.
- ★ **Transport** – In Book 2 there are buses, cars and toy cars, an ambulance, a van, a boat.
- ★ **Technology** – notice phones, laptops, computers in this book.
- ★ **Food sources** – shopping for food or growing some food, catching fish.

Start “noticing” **PUNCTUATION:** This link gives good ideas: <https://www.twinkl.co.za/homework-help/how-to-teach-english-guides-for-parents/punctuation/how-to-teach-year-1-punctuation>

- ★ **Capital letters, full stops and commas.** Talk about what these do. Demonstrate by reading a passage without pausing for commas or full stops. Then read it again, using these “signals” to make the verbal delivery interesting.





- ★ **Point out the exclamations** (expresses excitement, surprise) and question marks, and explain what they mean/do. Make it fun: Suggest a suitable gesture for each punctuation mark. For example:
  - Full stop: A forward 'punch' fist gesture.
  - Comma: A hand gesture of a half circle.
  - Question Mark: hand behind the ear, loud huh followed by the full stop signal.
  - Exclamation Mark: Down slash and punch.
  - Speech Marks: Two claps, or move two fingers in the typical hook gesture.
- ★ Always **talk about** each picture (**Picture Power**) asking lots of "I wonder ...?" questions. E.g. "I wonder where Mum has been?" Accept ideas from the children – say, "That's interesting. Tell me why you think Mother has been at work/Grandmother has a sore back."
- ★ **Keep reviewing** reading from Left to Right and from top to bottom – use **Pointer Power!** (Use a lolly stick for children who struggle – pointing at every word!)
- ★ Be aware of **humour** in the pictures, and encourage the children to laugh too – e.g. dinosaur p3; Rex p5.
- ★ **Colour and trace** activities are used for all of the family words, number words and colour words, and some of the others like crocodile. Teacher may add other trace opportunities as she wishes.
- ★ **Introducing new words:** When introducing a new word to learners, remember to continue the format established for Book 1: e.g. Count syllables and clap; How many letters in this word? What's the first letter? Last letter? and so on.
- ★ **Word Hunts** to continue once or twice a week. Pages are included in the Learner's Workbook for the new words of **Mother** and **Grandmother**. After this, the teacher needs to provide paper for Word Hunts for the more complex new words, found in the Word List. Do this on a class level e.g. Father/father; Uncle/uncle.

**Sentence building** practice continues in the Workbook. Children will benefit from frequent opportunities to practice this skill on at least 2 days a week. Cut out the word cards supplied in the Learner's Workbook. Store these appropriately for each child.

- ★ It may be necessary to put the children into small groups. Each group rotates through a circuit of activities (e.g. Partner Reading, Flashcard games as learnt for Workbook 1 **Friends**, simple draw and write cards using their exercise books and the sentence building activity – described below, overseen by the teacher or an adult assistant.)
- ★ Teacher prepares large handwritten sentences. Use card if possible so that each group can easily manipulate the materials.
- ★ Use the word cards provided with the **Big Book**. Children match the separate word cards to the words in the sentence.
- ★ Now children can use their own word cards to make simple sentences.
- ★ How many sentences can you make?
- ★ Teacher must include end-mark punctuation cards.
- ★ Write one of the sentences you make in your exercise book.





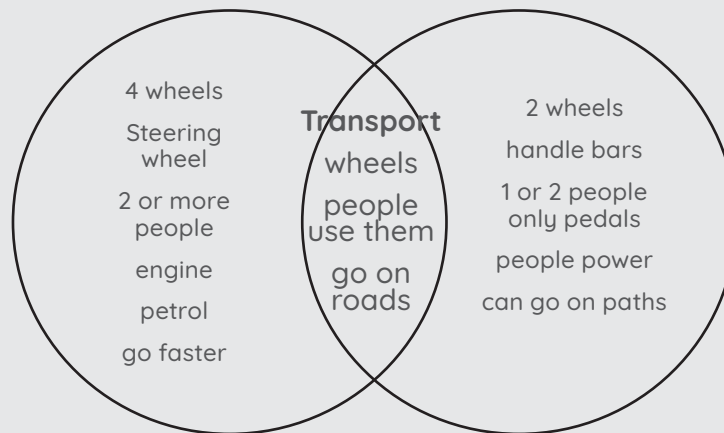
## 👤 Teacher Only Info – Get Ready Ahead Of Time! Set Up For Success!

### Venn Diagrams – What Are they?

On **page 15** in the Workbook, the children complete a Venn Diagram together with the teacher – make sure to practice the ideas in advance.

- 👤 We use Venn diagrams to encourage thinking skills (observation and critical thinking) – in particular, comparisons. How are the elements of one story similar to another? How are they different?
- 👤 A Venn diagram is two or more circles that overlap. The circles **MUST** overlap – this is the area that shows things that the 2 stories have in common.
- 👤 They are used to show relationship between 2 stories/ sets of circumstances.
- 👤 For example: compare a bicycle and a car.
- 👤 On a sheet of paper, stick a picture of a car in one circle, a bicycle in the other. The common area is that they are both **transport**. Compare and note differences: 4 wheels/2 wheels; steering wheel/handle bars; needs fuel/no fuel but uses pedal power; fast/slow and so on. Write or draw what is common to both in the space where the circles overlap:

### CARS AND BICYCLES

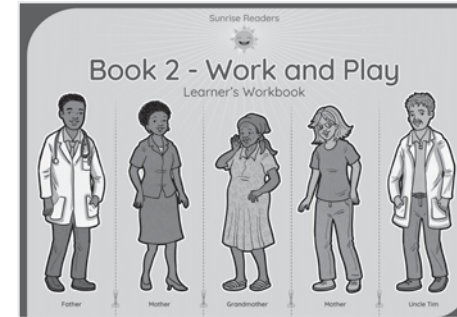


- 👤 Teacher, you can use other opportunities to practice comparison and use this method with the children. Compare a soccer ball and a tennis ball; a crocodile and a fish. Need not be linked to topics in this book.

Workbook Cover - Page 1



- ★ **Teacher to prepare the resources beforehand.** Character cards – cut out and keep a set for each child. Glue a lolly stick or cardboard holder to the back of each character. Add these to the cards of the children from **Book 1**.
- ★ **Cut out** the words for each child and store appropriately. These can be used to match sentences in the learner's workbooks, match sentences in their reading book, build sentences of their own and play games.  
**Please note** – not every word has an accompanying word card with a capital letter. These are available to download free of charge on our website.
- ★ There is a space for the learner to write his/her name. If necessary, prepare a name card for each child (first name only) to stick on students' desks.



Word cards

Mother	help	Father	Can	a
Grandmother	ball	to	can	swim
Work	red	Uncle	bus	and
work	like	Tim	Big	book
Help	I	crocodile	big	blue

## NOTES FOR TEACHERS

### Introducing Book 2 - Work and Play

#### Teacher be alert

Have a copy of the above book or the **Big Book** for the lessons, and to demonstrate the skills described in this Teacher's Guide.

Please make use of the **Teachers Manual** available on our website for in-depth information on spending time and developing the following habits.

<https://sunriseliteracy.com/sunrise-readers/#Teacher-Manual>

#### Activity: Preparing my Workbook:

- ★ Read and trace the word "Play".
- ★ Draw a game you like to play.
- ★ Write your name of the line.

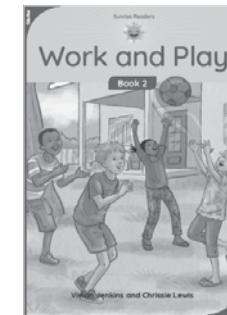
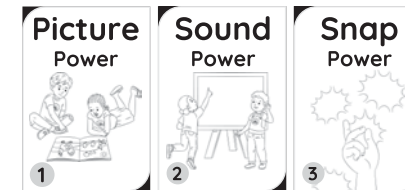
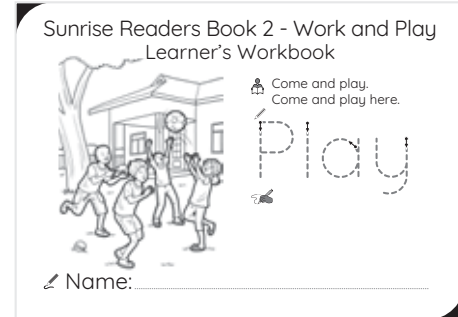
#### Day One: The front cover:

- ★ **Talk about** the characters. Who? Where are they? What are they doing?
- ★ **Read** the title to the learners – **Work and Play** (use **Pointer Power**). Have them repeat a few times.
- ★ **Talk About:** What is WORK? What kind of work can you think of? Who does work at your house? What work do YOU do?
- ★ **PLAY:** What games do you like to play? What makes you say that?
- ★ Follow up with a **DRAW** activity – either draw a game you like to play or work you like to do.
- ★ **Make up a short sentence** to sum up the discussion, such as "We like to play". Write it on the board then use flashcards to make the sentence. Read it several times. Muddle the flashcards and ask for help to get the words in the correct order again – children can refer to the sentence on the board.

#### Day Two: The back cover:

- ★ Use **Picture Power** to look at the picture. (You will find this story in the book.)
- ★ **Read** the sentence and the questions to the learners.
- ★ Learners repeat a few times.
- ★ The children will need to page through the book to answer the questions; do a "picture walk" through the book – either as a class or in pairs.
- ★ Who do you see working?
- ★ What work are they doing?
- ★ **Make up a short sentence** as on Day One and do the sentence building activity.

## LEARNER'S PAGE





## NOTES FOR TEACHERS

Workbook – Page 2 (Accompanies Book 2 Pages 1-3 Mother and Grandmother)  
Read, colour and trace.

### Teacher Only Phonics Focus

When the letters ‘or’ come after a ‘w’, they are a *digraph* saying one sound, like in ‘fern’ – word, work, worm, world, worst. This is a ‘sight’ word for the children’s Snap Word Power – sounding out initial letter sounds w/o/r/d will not help them with the correct pronunciation! Teach them to recognise it in a SNAP!

- ★ Read the word “**Work**”, show flashcards with capital and lower-case **W**.
- ★ Read, colour and trace.
- ★ Draw the work you do at home or school.

### Day Three: We Work and Play : Today we are talking about PLAY!

Look through the book again. (Whole class or pairs/groups – **Partner Power**)



- ★ Do a picture walk through the book. Use **Picture Power** to look for any games.
- ★ Who do you see playing?
- ★ What games are they playing?



What **sight words/ snap words** do you see and recognise in this book?

Have the children write some down; then check that they **KNOW** these!


## LEARNER’S PAGE

Read, colour and trace

Colour  and trace 

 See Tatenda work.  
 See Chipo work.

Work



Leveller Readers Book 2 - Learner's Workbook



## NOTES FOR TEACHERS

Workbook – Pages 3 and 4 (Accompanies Book 2 Pages 1-3 Mother and Grandmother)  
Read, colour and trace.  
Word Hunt.

 Teacher be Alert!

Teacher be alert to the fact that children come from many different family structures. Be sensitive to those children who may not have a mother at home (or father, when this word is discussed, or grandparents nearby). It's important to normalise these variations, to make each child feel valued and included no matter what the adults in their lives are doing!

**Introduce Mother – use the same methods as with Book 1**

- ★ **Talk about:** Who is a mother? (Sensitive for some)
- ★ Colour then trace.
- ★ If you have a mother, draw her – or else a woman who looks after you.
- ★ Word hunt.
- ★ **Always do word hunts.** You can leave previous words up on the walls too; they have to search for the new one.
- ★ **Please note** - when we do not include a word hunt in the workbook, use paper or the learner's exercise books and continue to include a word hunt for each new word.

## LEARNER'S PAGE

**Read, colour and trace**

Colour  and trace 

Mother Mother

Mother



Sunrise Readers Book 2 - Learner's Workbook

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

Mother



Sunrise Readers Book 2 - Learner's Workbook

Workbook – Pages 5 and 6 (Accompanies Book 2 Pages 1-3 Mother and Grandmother)  
 Read, colour and trace.  
 Word Hunt.

**Introduce Grandmother (as on pages 3 and 4)**

- ★ **Talk about:** Who is a grandmother?
- ★ Do you have a grandmother or know someone's grandmother?
- ★ Draw your grandmother, or your friend's grandmother.
- ★ Read the text to the learners. (Follow the reading lesson pattern explained above.)
- ★ Arrange the **word hunt**.

**Read, colour and trace**

Colour and trace

Grandmother  
 Grandmother



Oh, look! See Grandmother!  
 See the grandmothers work.  
 Go and play, Tatenda.  
 Go and play, Chipso.

Sunrise Readers Book 2 - Learner's Workbook

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

Grandmother



Sunrise Readers Book 2 - Learner's Workbook

## NOTES FOR TEACHERS

**Workbook – Pages 7 and 8 (Accompanies Book 2 Pages 1-3 Mother and Grandmother)**  
**Read.**  
**Activity fun.**

### WORK: Ideas to include:

- ★ **Talk about** work that your family members do.
- ★ What work do **YOU** do?
- ★ What school work do you like best?
- ★ Draw them working, or you working.

### Page 7 Activities:

- ★ Read, trace and draw family working.
- ★ Remember to read the text together as described for **Page 5**.

### Page 8 Activities:

- ★ **Talk About:** (As a class or **Partner Power**) What is happening in each picture? Is this work or play?
- ★ **Partner Power:** Say a sentence about each picture.
- ★ In the circle on each picture, write a **W** for a picture that shows **work**, or a **P** for a picture that shows **play**.
- ★ Colour the game you like most, and colour the work you like to do.

## LEARNER'S PAGE

**Read** You and your family working.

Read trace and draw

**Come and work.**  
Come and work.  
Work, work, work!  
Come and work here.

Work here.

Sunrise Readers Book 2 - Learner's Workbook

**Activity fun** Work or Play?

Write a **W** or **P** in the circle next to the picture.

 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>

Sunrise Readers Book 2 - Learner's Workbook



**Workbook – Page 9 (Accompanies Book 2 Pages 4-5 Come and help Mother)**  
**Activity fun.**

**Introduce the word help.**

- ★ Display the big flashcards with capital and lower-case H/h.
- ★ Notice the different shape of capital H compared to lowercase h – look at the Alphabet sounds chart. Learners: write each letter on your hand with your finger, on the table or floor in front of you.
- ★ Practice the sound /h/ – it is like a panting breath, a **blowing out** sound. Discourage adding a vowel sound like h-uh or h-ah.
- ★ Each letter can be sounded out to arrive at the word – h/e/l/p
- ★ Learners complete the activities.

Arrange a word hunt for the word **Help, help.**

**Activity fun** Read, colour and trace

<p><b>Help, help, help!</b>                  Come and help.                  Help, help, help.</p>	<p><b>Help or help?</b>                  help Mother <b>here</b>                  come <b>help</b> DOWN                  look <b>up</b> help</p>
<p><b>Help</b></p>	<p><b>Find and circle the letters to make Help:</b></p> <p>H a e m l o t p</p>

Sunrise Readers Book 2 - Learner's Workbook



**Workbook – Page 10**  
**Read, trace, cut and order.**

**Revise the process learned in Book 1 for this activity: cutting out words and building the sentence.**

- ★ Do it as a class activity first, then children complete the task in their workbooks.
- ★ Read, trace, cut and order the words to match the sentence. Stick the words down.

**Read, trace, cut and order**

Read, trace, cut and order.

**Come and help.**

**Come and help.**

**help. and Come**

Sunrise Readers Book 2 - Learner's Workbook




**Workbook – Pages 11 and 12 (Accompanies Books 2 Pages 6-9 The red ball)**  
**Introducing colour words.**

**Start a classroom colours theme** – rainbows, Read stories about colour like Eric Carle's book "The Mixed-up Chameleon", Dr Seuss books, Elmer Elephant amongst many others!

**Have a ball collection** – if possible, bring balls from different sports to keep in a box for a few weeks – netball, soccer, basketball, tennis, rugby, baby blow-up beach balls – any shape or colour.

**The Red Ball – Look in the reading book, Pages 6-9**

- ★ **Ask where, what, why, who, how questions:** Who is the ball for? Why do you think mum bought a ball for Jenny? Why do you think she chose red? What colour ball would you like best? Look at David – did he get a ball? How do you think he feels? Why do you think that?

 **Have a "race"** – select a few children to go round the classroom and find 3 red things, whilst the class claps to 10 – colouring pencils, bottle tops, blocks etc

- ★ **Review the colour word Red/red:** an easy cvc word that the children can sound out. Look at the Alphabet chart to focus on the differences between capital and lower-case Rr.
- ★ **Review the word Ball/ball:** sound out the word slowly for the children: b-all. The letter 'a' is saying 'aw' and the two letters 'll' say one "l as in lion". Remind the children about double consonants in Jenny and Fluff – this is another example where the same letters standing together only make their sound once!
- ★ **Extension fun: make new words** by adding a new initial letter to -all – call, fall, hall, tall, wall – others such as pall and mall may not be familiar concepts to the children. (Real and fake words?) A spider gram on the board with **all** in the middle?



**Page 11 – Read, colour and trace.**

- ★ Keep looking at sentence construction.
- ★ Learners can build this sentence using their small word cards.
- ★ Using **Pointer Power** – always draw attention to sentences start with a capital letter and end with a full stop.


**Page 12 – Read, trace and cut.**

- ★ Order the words and stick them down.
- ★ Do these read, cut and order exercises regularly. As a variation, make a sentence using the flashcards, read and repeat several times. Muddle the cards and ask a confident child to repeat the sentence and put the flashcards in the correct order.

**Read, colour and trace**

Colour  and trace 




I like the red ball.




I like the red ball.

Sunrise Readers Book 2 - Learner's Workbook

**Read, trace, cut and order**

Read  trace  cut  and order.

I like my ball.




I like my ball.


my | I | like | ball.

Sunrise Readers Book 2 - Learner's Workbook


**Sound Power**



**Snap Power**



**Pointer Power**



**Workbook - Page 13**  
**Accompanies Book 2 Pages 10 - 12: Father likes to help**

 **Teacher Only Phonics Focus**

1. In the word "father", the letter 'a' says /ah/ as in the middle sound in 'banana'. (buh-naa-nuh)
2. Letters 'th' are a digraph, making one sound. This sound is **voiced** as in words like **this, that, them, the, feather**. The sound is in the voice box and has a slight buzz to it - rest your fingers lightly on your throat to feel the vibration.
3. An **unvoiced** example of this digraph is thick, think, thank, teeth - the tongue touches the top teeth and sticks out a little, and the sound is a puff of breath onto your chin, not the throat vibration as described above.

**Activity:**

- ★ **Talk about:** Talk about **Fathers** - as with mothers, some children may not have a father figure at home.
- ★ Again, talk about the pictures - I wonder what Father's work is? Use **Picture Power** to draw conclusions, after seeing the pictures in earlier sessions.
- ★ Are they working or playing?
- ★ What work are they doing?
- ★ Do **YOU** work in the garden?
- ★ DRAW ....

**In your workbook:**

- ★ Read, colour and trace.
- ★ **Reminder:** Approach all reading as you do for a reading lesson - read at least three times.

Read, colour and trace

Colour and trace




**Father**  
 Father

 Come and help Father.  
 Come and help Father work.  
 I like to work, Father.

Sunrise Readers Book 2 - Learner's Workbook

**Sound Power**




2


**Workbook - Page 14**

 **FIRST EXPOSURE: Consolidation of vocab introduced:**

- ★ Read the words in the list then look for the word in the Wordsearch box.
- ★ When you find each word, you may colour in (or circle) the words in the wordsearch.
- ★ Put a tick next to each word in the list as you find it: Mother ✓
- ★ **Sentence work:** More capable learners can use words to make their own sentence and write it at the bottom of the page: **I like to help Father.**

**Activity fun**

Find 11 words.  them aloud.




M	o	t	h	e	r		
l	i	k	e		r	e	d
	h	e	l	p		o	h
l		F	a	t	h	e	r
r	u	n		w	o	r	k
b	a	i	l			t	o

Sunrise Readers Book 2 - Learner's Workbook

NOTES FOR TEACHERS

Workbook - Page 15 (Accompanies Book 2 The red ball and Father likes to help)  
Write.

 Make sure you have introduced and used Venn Diagrams with the children!  
This will equip them to understand the tasks ahead!

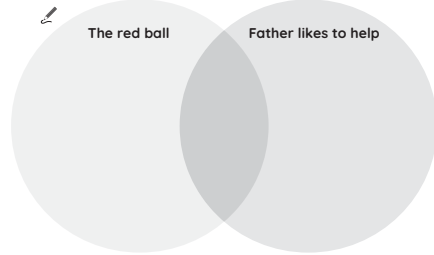
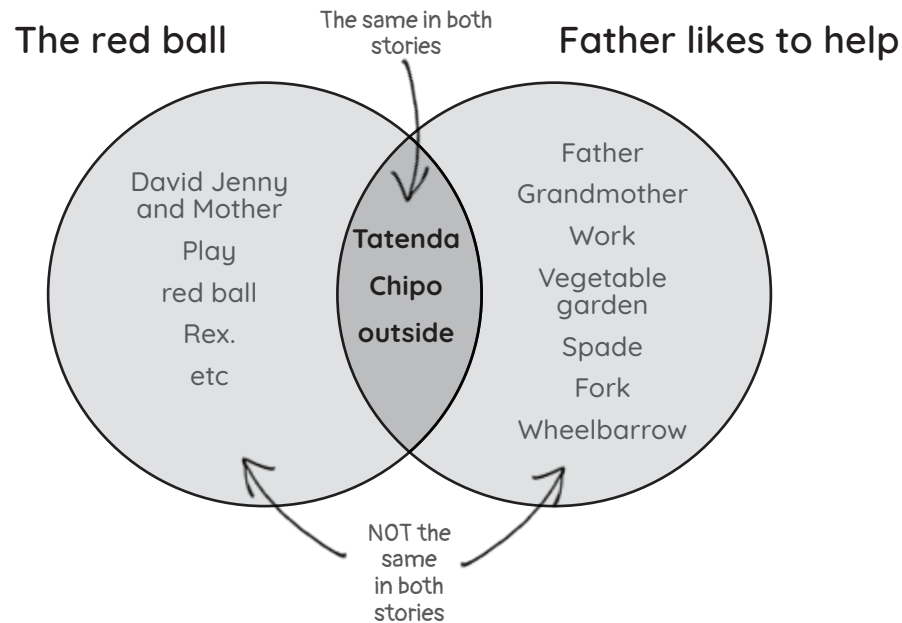
 **FIRST EXPOSURE:** Introduce comparison - comparing stories:

For this activity, teacher and learners re-read the two stories: **The red ball** and **Father likes to help**.

- ★ The aim is to encourage thinking skills: compare the stories: **The red ball (PLAY)** and **Father likes to help (WORK)**.
- ★ **Talk about** each story, and record what is the same and what is different.
- ★ **Ask:** Is this work? Is this play?
- ★ **Use a Venn diagram.** This is teacher led with the whole class and she is putting the words into the Venn diagram on the board as they talk about it.
- ★ Learners copy these onto their worksheets.

LEARNER'S PAGE

**Write** Is this work or play?






NOTES FOR TEACHERS


LEARNER'S PAGE

Workbook - Page 16 (Accompanies Book 2 Pages 13-14 Uncle Tim)

Read, trace, cut and order.

Read, trace, cut and order

Read  trace  cut  and order.

 Here is my uncle.

Here is my uncle.

uncle. Here is my

Sunrise Readers Book 2 - Learner's Workbook

Workbook – Page 17 (Accompanies Book 2 Pages 13-14 Uncle Tim)  
Read, colour and trace.

 Introduce Uncle Tim

We have deliberately **NOT** defined Uncle Tim's relationship status! He might be married to Aunt Pat, whom we meet in **Book 3**, or he might be the brother of David and Jenny's mum, and Aunt Pat might be her sister. **OR** – Tim might be Mum's boyfriend/partner. Allow the children to offer ideas of where he fits in the family, which might reflect their own life experience. (You can say that any one of these may be correct – you don't know!)

Talk about:

- ★ **Ask:** Who is an uncle? (Interesting answers!!) e.g. Mum's boyfriend, the sibling of a parent.
- ★ Do you have an uncle? (Talk about him).
- ★ Introduce Uncle Tim and his work. Use the **Big Book** pages 13 and 14 for class discussion; use **Picture Power** to pay attention to details in the pictures and ask questions to establish what a vet does. Many learners will not have pets, or taken them to a vet.
- ★ As usual: Read the sentences about Uncle Tim; as a class; **Partner Power** and as individuals.
- ★ Learners can circle or colour "Uncle" in the sentences.

**Pages 13 and 14 in the Reading book** – talk about Uncle Tim's work. Compare the work of a vet with the work of a doctor – another **Venn Diagram** opportunity!

 All about my family

There are many different kinds of family. Teacher needs to be sensitive and compassionately include all the children, no matter what their family structure looks like. Children often grieve over missing parents.

- ★ Draw your family on a separate paper. (Teacher should demonstrate by drawing and labelling hers.)
- ★ **Label** them.
- ★ You can show some of the pictures the children have drawn in their workbooks already, talking about different family members in the class.
- ★ **Talk about: Work** – Draw ideas from the children: What do you think Mother's job is? Father? Uncle Tim? Say why they think it – **Picture Power** – Mother's laptop, Father's white coat and stethoscope, Uncle Tim's place of work. (Use your **Book 2 Work and Play Big Book** – or reading books – for the pictures and discussion.)

## NOTES FOR TEACHERS

**Workbook – Page 18 (Accompanies Book 2 Pages 15-18 The crocodile)**  
**Read, trace, cut and order.**


**Introduce the crocodile.**

- ★ Read, trace.
- ★ Cut out, order and paste the sentence.

## LEARNER'S PAGE

**Read, trace, cut and order**

Read trace cut and order.

I see a crocodile. 

I see a crocodile.

a | see | I | crocodile.

Sunrise Readers Book 2 - Learner's Workbook

**Workbook – Page 19 (Accompanies Book 2 Pages 15-18 The crocodile)**  
**Read, colour and trace.**

**Talk about:**

**Discussion questions: Use the Big Book, or look at pages 15-18 in a small book.**

- ★ Guess where they are going?
- ★ I wonder why the roof of the bus looks like that... (allow discussion/ideas).
- ★ Where have you been with your family?
- ★ What did you see there?
- ★ What do you know about crocodiles?
- ★ Are they pets? Why or why not?
- ★ Would Rex like a crocodile? Why not?
- ★ Draw where you have been with your family.

**Activity:**

- ★ Colour, trace and read.
- ★ Draw a crocodile at the bottom of the page.

**Read, colour and trace**

Colour and trace


crocodile 

crocodile  a crocodile

Here is a big crocodile!  
 See the big crocodile go.  
 The crocodile can swim.  
 The crocodile can run.


Sunrise Readers Book 2 - Learner's Workbook

**Sound  
Power**



2

**Snap  
Power**



3

## NOTES FOR TEACHERS

**Workbook – Page 20 (Accompanies Book 2 Pages 19-21 The book)**  
Read and circle.

### Introduce The book.

- ★ **Think about** words they already know that sound like book.
- ★ **Talk about** where we find books.
- ★ **Talk about** libraries. What is a library? Do you go to a library?
- ★ A rhyme? Circle book. Colour all the **ook** words.

### Activity:

- ★ Read the text and circle the /oo/ sound.

### Teacher Only Phonics Focus.

#### The double oo letters can make two different sounds:

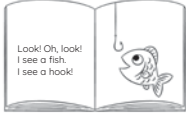
- ★ A short /oo/ sound, as if you've been pushed in the tummy – as in look, book, hook.
- ★ A long, cooing /oo/ sound, as in boot, food, tools.

You can make this information fun for advanced learners, as some accents in the world use the long /oo/ sound for cook book (Scottish), just as some accents use the short /oo/ sound for the 'u' in bus.


## LEARNER'S PAGE

**Read and circle**

### The book



Look! Oh, look!  
I see a fish.  
I see a hook!



Here is Mother.  
Mother likes  
to cook.

Read **o** and circle **oo** sound.

I looked for a book.  
The book I took  
had a fish and a hook.

Look, look, look!  
In the book  
Mother likes to cook.

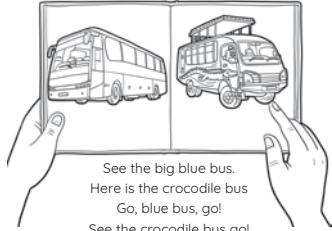
Sunrise Readers Book 2 - LEARNER'S WORKBOOK

**Workbook – Page 21 (Accompanies Book 2 pages 15-18 The crocodile)**

### Activity:

- ★ Read and colour.
- ★ Learners colour the buses the correctly.
- ★ Reading practice, comparison and prepare for Venn Diagram activity.

**Read and colour** Read **o** and circle **oo** bus.



See the big blue bus.  
Here is the crocodile bus  
Go, blue bus, go!  
See the crocodile bus go!

Sunrise Readers Book 2 - LEARNER'S WORKBOOK



**Workbook – Page 22 (Accompanies Book 2 pages 15-18 The crocodile and pages 19-21 The book)**  
**Write.**

**Bus comparison Venn diagram.**

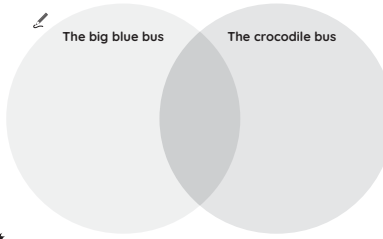
- ★ Use **Pages 20 and 21** the **Big Book** (or reading books) for class discussion.
- ★ Complete the Venn diagram – discuss what is different (Left and Right) and what is the same (in the middle) and teacher writes the words on her diagram on the board.
- ★ The same: e.g. Both are buses, have 4 wheels, a windscreen, windows etc.
- ★ Different: e.g. Crocodile bus: A driver, picture of croc, orange, roof carrier, writing etc.
- ★ Blue bus – as above.

 **Teacher arrange word hunts for the words Fish/fish and Crocodile/crocodile.**

**In a small group or with a partner, children make their own Venn diagram, comparing the 2 – both live in water, croc will eat a fish, croc can walk on land/fish cannot.**

**Read Roald Dahl’s book “The Enormous Crocodile”.**

**Write** The blue bus and the crocodile bus



Sunrise Readers Book 2 - LEARNER'S WORKBOOK



**Workbook – Page 23**  
**Trace, talk and write.**

**Activity:**

- ★ An **I spy game** – “I can see something beginning with the sound /b/”. Learners look around the classroom and take it in turns; the other learner guesses what they can see.
- ★ Read and trace.
- ★ **Partner Power:** Learners talk about something they can see and then draw it after: *I see a...*
- ★ Children finish the sentence and write what they can see. (Some may only be able to write the first letter of the word; or they can copy what teacher writes on the board.)

**Remind children to use their Alphabet sounds, look for helpful word in the word lists and around the classroom.**

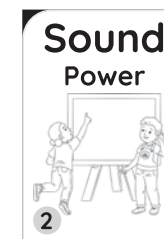
**Trace, talk and write**

I can see a 

 I see a...

 I see a \_\_\_\_\_

Sunrise Readers Book 2 - LEARNER'S WORKBOOK



## NOTES FOR TEACHERS

### Workbook – Page 24 Activity fun.


#### SECOND EXPOSURE: Wordsearch.

★ Remind the children how to complete the activity (see page 14).

Teacher to observe how the children cope – use **Partner Power** for peer support to complete the task.

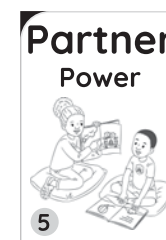
## LEARNER'S PAGE

**Activity fun**

Find the words.  them aloud.

c	r	o	c	o	d	i	l	e
w	o	r	k					
f	i	s	h		l	i	k	e
r	e	d		b	a	l	l	
		f	i	s	h			
c	r	o	c	o	d	i	l	e
					h	e	l	p
f	i	s	h			b	u	s




Sunrise Readers Book 2 - Learner's Workbook



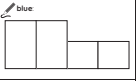



### Workbook – Page 25 (Accompanies Book 2 Pages 22-23 I like this) Read, colour and trace.

The colour blue – before the lesson, teacher prepares items in many varying shades of blue. (She may ask learners to bring something blue to school).

- ★ Ask children for their experiences of **blue** – clothes, hair clips, sky, eye colour, toys, flowers.
- ★ Learners may or may not need assistance to complete the worksheet. Teachers, you will know whether your class still needs whole-class instruction.
- ★ As always, teachers can use **Partner Power** for peer support to complete the task.

**Activity fun** Read  colour  and trace 

		<p>Blue and blue</p> <p>red blue boat</p> <p>ball play BLUE</p> <p>book find blue</p>
	b _ u e l u e .	<p>h b l u e</p> <p>j u m p a</p> <p>B l u e z</p> <p>u p a n d</p> <p>w b l u e</p>
<p>Find and circle the letters to make blue.</p> <p>n b f g l o u v e</p>	<p>I like the blue car.</p> <p>The blue car can go fast.</p> <p> blue car.</p>	

Sunrise Readers Book 2 - Learner's Workbook



**Workbook – Page 26 (Accompanies Book 2 Pages 22-23 I like this)**  
**Read and colour.**

**This text is about colour and toy preferences.**

- ★ Read the text at least **three** times.
- ★ Learners can colour or circle **likes**.
- ★ Learners should colour **Jenny's car** her favourite colour (**blue**).
- ★ They colour **Chipo's balls** her favourite colour (**red**).

**🗨️ Bonus Activities Using The Reading Book**

**Reading book Pages 22 and 23.**

**Comparisons.** The children can do this on their own or in pairs – **Partner Power**.

- ★ What's the same? What is different? e.g. I like this.
- ★ What does Jenny like?
- ★ What does Chipo like?
- ★ What colours do Chipo and Jenny's mothers like?
- ★ Who is talking: Look here, Mother! This is red. I like this.
- ★ Self-application: What colours do **you** like?
- ★ Draw something you like.

**Read** Read and colour .

**I like this!**

Jenny likes the car.  
 Chipo likes the balls.  
 Jenny likes blue.  
 Chipo likes red.

Sunrise Readers Book 2 - Learner's Workbook

**Partner Power**

**5**

**Workbook – Page 27**  
**Activity fun.**

**Complete the words.**

Use the **word list** on the back of the cover for help to find the correct vowel for the space.

*Fun extension activity for capable learners* – what new word can you make with a different vowel?

**R\_d** can be red, rod, rid

**B\_ll** – ball, bell, bill, bull

**Activity fun** Fill in the missing letters and colour .

r \_ d      f \_ sh      l \_ k

b \_ ll      sw \_ m      b \_ k

Sunrise Readers Book 2 - Learner's Workbook

## Workbook – Page 28 (Accompanies Book 2 Pages 26-28 The fish and the crocodile)

Read, trace, cut and order.


Read, trace, cut and order

Read (🗨️) trace (📐) cut (✂️) and order.

A fish likes to swim.

A fish likes to swim.

likes fish to A swim.



Sunrise Readers Book 2 - Learner's Workbook

## Workbook – Page 29 (Accompanies Book 2 Pages 15-18 The crocodile)

Read and colour.

 Teacher Only Phonics Focus

**Phonics focus: sh is a digraph** – 2 letters make one sound. /Sh/ can be at the start of a word like shop, shut, ship, sheep, or at the end – fish, push, dish, wash.

**/Sw/ is a blend** – each letter says its own sound and we say them smoothly. Practice blending, and not pausing between each. Swim, swam, swing, sweet, sweep.

As always, Teacher reads “**The fish and the crocodile story**” – pages 26 – 28.


- ★ Use **Picture Power**.
- ★ Shared reading: The class reads the story together.
- ★ Have learners read again – **Partner Power**.
- ★ **Talk about:** Would **you** swim in the river? Why or why not?
- ★ If you fetch water from a river, why must you be careful?
- ★ **CAN** you swim?
- ★ Why do you have to be careful around deep water?
- ★ Ask what learners know about crocodiles. Is this man safe?
- ★ **Read** the text, again. Ask who might be saying “*I like to swim.*” (The man.) *Do you think he knows what is under the water? What will you say to the man?*
- ★ Learners read and colour. You could ask them to circle or draw a fish shape around the word fish and colour the word swim.
- ★ Circle the digraphs **sw** and **sh**.

Read (🗨️) Read (🗨️) and colour (🎨)

The fish, the man and the crocodile

See this fish.  
The fish can swim in here.  
The fish likes to swim here.  
Swim, fish, swim.

I like to swim.  
Fish swim in here.  
I can swim like the fish.



Sunrise Readers Book 2 - Learner's Workbook

**Workbook – Page 30**  
**Let's discuss.**

**Important 'Water Safety' lesson.**

**It's important to be safe around water!**

**Picture Power!**

Class or small group discussion page.

Teacher draws attention to aspects in the scene.

**Talk about:**

- ★ Where is this place? (Swimming pool).
- ★ Who in the picture is being safe? Consider what is safe or unsafe. Learners may choose one example of unsafe behaviour and circle it.
- ★ What do you think will happen next?
  - Big boy chasing the smaller boy,
  - girl jumping in next to the sleeping man,
  - boy looking at his phone,
  - baby crawling to the pool side – who is looking after him/her?
  - girl diving off the board – who will be impacted?
- ★ What would you do if you saw... (the baby, the falling boy)

**Another lesson on another day,** use the picture to talk about **feelings**:

- ★ The boy near the diving board is shivering – is he cold? Is he afraid? – say why you think this. One boy is pushing another into the water – is this safe? How do you think that boy feels? Who in the picture looks happy to you?
- ★ Look at the lady with the whistle. What do you think those little lines mean? How do you think she is feeling? Why do you think that?
- ★ Look at the faces – what feelings can you see? Happy, afraid, angry.



**Workbook – Page 31 (Accompanies Book 2 Page 32 Make words with \_an)  
Activity fun.**



**Teacher to model and explain the activity to the class.**


- ★ Refresh their recall from **Workbooks 2** from “Friends” making words on **pages 7 and 44**.
- ★ **Explain:** you will see this page in your reading book. We do not write in our reading books; we will write in this workbook.
- ★ We are making words that end with the sound -an. We are going to be using our **Sound Power** a lot! (Ears and mouths, hearing and saying!)
- ★ Get the children to say the name of each picture clue.
- ★ Work out together which initial sound is missing. Teacher completes the first word – fill in ‘v’-**an** and say “**van**”.
- ★ For the following words, once the initial sound is identified, call on a child to write it in the space.
- ★ The other side of the page is for us to make up our own -**an** words. Get your alphabet chart and let’s see if we can make new words. Start with **Aa**. What word do we get if we write ‘a’ at the start of the word? Do you think it is a real word? (Let children draw their conclusions). Let’s put ‘b’ at the start – sound it out – **b-an = ban**. Explain simply what this means – if we “**ban**” something, it means we cannot do it. If I say, “*We ban cokes at school*” it means we can’t drink them here.
- ★ Once children are confident, they may continue – **Partner Power** is helpful here, or small groups of 3 or 4 children working together.


Children complete the activity in their Workbook.


**Activity fun** Make words with \_an:

p f r v an

an  

an 

an 

an 

Sunrise Readers Book 2 - Learner's Workbook



Workbook – Page 32 (Accompanies Book 2 Pages 33-35 Go fast)  
Read and colour.

Go fast (introducing the st blend.)



Create some fun races or use active games that the children love.

- ★ Follow the reading lesson pattern: Read the story on pages 33 – 35. Talk about it.
- ★ Talk about sports day – they probably won't have seen high jump or long jump. Some may have seen international games such as Olympics on TV – find out what they know.
- ★ Use the **Big Book**, or write the text on the board.
- ★ When they read this, ask the children to find the **st** blend.
- ★ Children complete the **read and circle/ colour** activity in their workbook.

Teacher may choose to use the activities below with a small group of more able learners.

Extension ideas:

- ★ **Sentence building** with word cards. Write and illustrate the sentence you have built.
- ★ **Group activity:** Focusing on **st** words, write these words on the board and have learners come up to circle the **st** words:  
stop fast step shop  
fish swim best swop
- ★ Tell a short story using words with **st**.

Read and colour Read colour and circle st.

**Go fast**

Run fast, David!  
Run and go fast.  
Run fast, Tatenda.  
Tatenda likes to run fast.  
Fast, fast, fast.

Sunrise Readers Book 2 - Learner's Workbook

**Sound  
Power**

2

**Partner  
Power**

5



Workbook - Page 33  
Activity fun.

 Focus on blends:


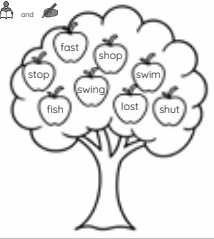
Remind children that **st** and **sw** are blends – each letter says its own sound but we say them smoothly together – demonstrate. But **sh** is a **digraph** – the letters **s** and **h** say a new sound: **sh**. (You may elongate the sound, whisper it, put a finger to your lips: *sshhh*.)





Help children to notice that **st** and **sh** may start **AND** end a word, but **sw** is only found at the start of words.

- ★ **Activity:** write the sounds that complete each word.
- ★ Follow the **colour code** to colour each word correctly.
- ★ **Circle** the target sound in each word.

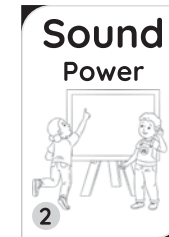
**Activity fun**  
Make words:

st .....  
sh .....  
sw .....  
fi .....  
fa .....





 sh words orange.	 sw words red.
 st words yellow.	 the sound in each word.

Sunrise Readers Book 2 - Learner's Workbook



Workbook – Page 34 (Accompanies Book 2 Pages 33-35 Go fast)  
Read, colour and trace.

 **Teacher:** Does your school have a sports day? If possible, have a sack race, even if you only have enough sacks for two or three learners to race at a time. If not, think of another funny race to introduce this lesson. Enjoy laughing with the learners!

- ★ Use the **Big Book** or reading books. Look at the picture and read **Page 35** together.
- ★ What is happening here? Have you been in a sack race? Was it fun?
- ★ Is this funny? How do we know?
- ★ Look at their faces.

**Display** the word with capital and lower-case **Ff**

- ★ Draw attention to the /nn/ sound found in funny and Jenny.
- ★ Colour, trace and read.
- ★ **Partner Power:** tell a friend about something funny that you saw, or that happened to you.

Read, colour and trace


Colour  and trace 



See funny Jenny go.  
See funny Chipo jump.  
Funny, funny Chipo and Jenny!


Teacher Readers Book 2 - Learner's Workbook

**Sound  
Power**



**2**

**Partner  
Power**



**5**

## NOTES FOR TEACHERS

### Workbook – Page 35 (Accompanies Book 2 Pages 36-39 We like cars) Read and colour.




#### The colour green:





**Have a green focus table:** display a range of objects or pictures that show many shades of **green**.



**Phonics focus:** Casually point out the blend **gr** and the digraph **/ee/** – two letters making one sound, the long sound of **/ee/**.

- ★ Colour, trace, read and write.
- ★ Bottom right – draw one of the objects listed – make sure it is green!

## LEARNER'S PAGE

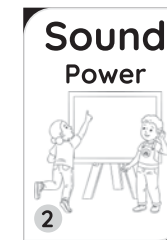
**Activity fun** Read  colour  and trace 

 green	 green					
<p> green: swim    big    green green    you    this three    green    we</p>	<p> green:</p> <table border="1"> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>					

 and  green:

See the green ball go up.    The green fish can swim.  
See the green bus go fast.    A big green car is here.

Sunrise Readers Book 2 - LEARNER'S WORKBOOK



### Workbook – Page 36 (Accompanies Book 2 Pages 36-39 We like cars) Activity fun.

#### Practical: Bring old boxes two weeks before: cereal boxes, any boxes.



Design cars in groups – individuals or pairs or teams.


Make cars out of the boxes.

Children may develop games – race the cars, make buildings for a town, draw roads for the cars.


If teacher/parent can locate large boxes, bring these in for learners to play in/with.

- ★ **Read** the text, as always.
- ★ **Activity:** reading practice, colour the pictures the correct colours as in the text.
- ★ Learners can **colour** (or **circle**) the colour words, **green** and **red**.

**Read** Read  and colour 

 See Grandmother's green car.  
The green car can go fast.  
I like Grandmother's green car.

Here comes a red bus.  
The red bus can go fast.  
We can go in the red bus.



Sunrise Readers Book 2 - LEARNER'S WORKBOOK

## NOTES FOR TEACHERS

### Workbook – Page 37 (Accompanies Book 2 Pages 36-39 We like cars) Activity fun.

Find the words from the list in the **Word Search square**.

**Colour** or **circle** each word when you find it, put a tick ✓ next to the same word in the list.

Reflect on **pages 36** and **37** in the reader: extra activities.

**Green:** blend **gr**.

- ★ Have a **BLEND word hunt** – put up flashcards with blends and let the children write as many as they can find.
- ★ Sentence building.
- ★ Draw your favourite car.
- ★ Design a car and label it.

## LEARNER'S PAGE

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

green	g	r	e	e	n			
funny			f	u	n	n	y	
fish			f	i	s	h		a
a								
you	y	o	u		b	l	u	e
blue								
this	t	h	i	s		i	n	
in								
we	w	e		f	a	s	t	
fast								
book	b	o	o	k		b	i	g
big								

Sunrise Readers Book 2 - LEARNER'S WORKBOOK

### Workbook – Page 38 Activity fun.




#### 👤 Teacher Only Phonics Focus

When the letter 'a' comes after 'w' at the start of a word, it often says the sound of 'o' like in 'dog! If we use the sound of /a/ like in 'apple', we can use our **Sound Power** (hold your hands to your ears) and quickly know it is not the correct sound!

**Other words:** wand, swan, wash, wasp. Make up a funny sentence: Wash the swan, not the wasp! The wasp wants a magic wand.

- ★ **Activity:** Colour, trace, read and write.

**Activity fun** Read 🗺️ colour 🗺️ and trace 🗺️

 want	 want
🗺️ and 🗺️ want: I want a red ball. Pam wants to play. We want the ball. Do you want to play?	🗺️ want and want: want swim three little Want you wet work want
I w _ n t a 	

Sunrise Readers Book 2 - LEARNER'S WORKBOOK

## NOTES FOR TEACHERS

**Workbook – Page 39 (Accompanies Book 2 Pages 40-42 One, two three and Big and little)**  
**Read, colour and trace.**

**Colour, trace and write the correct numeral for each word.**

**Sing or say simple number rhymes, with actions:**

One, two, three, four, five  
 Once I caught a fish alive  
 Six, seven, eight, nine, ten  
 Then I let him go again.

**(Hold up 5 fingers at the start, reduce one by one):**

Five little ducks went swimming one day.  
 Over the pond and far away.  
 Mother Duck said, “*Quack, quack, quack!*”  
 But only four little ducks came swimming back.

**Last verse:** Mother Duck said (loudly), “*QUACK QUACK QUACK!*”  
 And five little ducks came swimming back!!

## LEARNER’S PAGE

**Activity fun** Read (🗣️) colour (🎨) and trace (👉)

one	one	Write the number:
two	two	
three	three	


Sunrise Readers Book 2 - Learner's Workbook

**Workbook – Page 40**  
**Read, trace, cut and order.**

- ★ Read, trace and cut.
- ★ Order the words to match the sentence.
- ★ Stick them down.
- ★ Draw 2 books.

**Read, trace, cut and order**

Read (🗣️) trace (👉) cut (✂️) and order (🔄).



We want two books.

We want two books.

books. want We two

Sunrise Readers Book 2 - Learner's Workbook

NOTES FOR TEACHERS

**Workbook – Page 41 (Accompanies Book 2 Page 40 One, two, three)  
Read and colour.**

Read the poems, colour the pictures.

**Colour:**

One - green

Two - blue


Three - yellow

**Draw:** one apple  
two bananas  
three oranges


LEARNER'S PAGE

**Read** Read (A) and colour (B)

One, two, three  
One, two  
Green and blue  
One, two.  
Me and you.



One, two, three.  
Look and see.  
One, two, three.  
You and me!



Sunrise Readers Book 2 - Learner's Workbook

**Workbook – Page 42 (Accompanies Book 2 Pages 41-42 Big and little)  
Read, colour and trace.**

In the word box, colour the word “yellow” and “green” with the right colour.

Read text as usual

Read and circle yellow.

**Activity fun** Read (A), colour (B) and trace (C)

yellow yellow

**and yellow:**

I like the yellow bus.  
The yellow bus is here.  
The yellow bus is fast.  
Yellow, yellow, yellow!

m	o	t	h	e	r
y	e	l	l	o	w
g	g	r	e	e	n
l	i	t	t	l	e

Sunrise Readers Book 2 - Learner's Workbook

**Workbook - Page 43**  
**Look, find and colour.**

 **Have a colour word hunt - put the flashcards for the colour words around the classroom.**

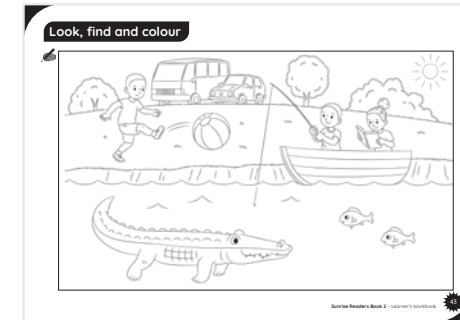
**Write these on the board.** Teacher may put colour dots next to the colour words.

Read with the learners, using **Pointer Power**.

**Instructions to colour the picture:**

**Look, find and colour (This tests colour comprehension):**

- ★ Colour the **fish yellow and blue**.
- ★ Colour the **crocodile green**.
- ★ Colour the **boat red**.
- ★ Colour the **book green**.
- ★ Colour the **ball red**.
- ★ Colour the **sun yellow**.
- ★ Colour the **car blue**.
- ★ Colour the **bus yellow**.



**Workbook - Page 44 (Accompanies Book 2 Pages 41-42 Big and little)**  
**Read and colour.**

**Big and little.**

- ★ Read the story on pages 41 - 42.
- ★ Teacher, make sure the children understand the size differences. Lightly introduce opposites:



**Act out being BIG and LITTLE**

Make yourself as big as a house! Now as little as a mouse!

Body shapes, be a big animal - friend guesses.

Be a little animal.

Arrange a **WORD HUNT** for all colour names so far.

- ★ Read the text.
- ★ Circle the colour word in each sentence.
- ★ Colour the pictures on the computer screen correctly.



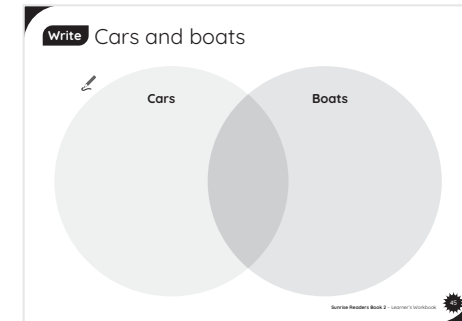
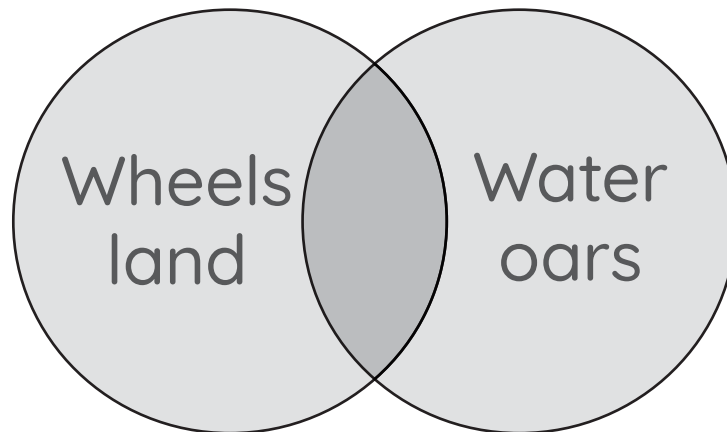


**Workbook - Page 45 (Accompanies Book 2 Pages 43-45 The boat)****Write.****Transport.****Talk about** (briefly) what transport is.

How do you come to school? Bus, car, taxi, bicycle, walk.

Think about other transport on land.

Can you think of some ways people move on water?

**Read the story on pages 43 - 45. The boat.****Talk about** this story. What kind of boat is this? How does it go? Have you been on a boat like this?Now compare cars and boats using the **Venn diagram**.**Things in common:** can move, need a driver or someone to control the car/boat, can take passengers.  
Motor boats and cars both have engines, need fuel.

NOTES FOR TEACHERS

Workbook – Page 46  
Read, trace, cut and order.

Cut and order the words to match the sentence. Stick.

LEARNER'S PAGE

Read, trace, cut and order

Read (🗨️) trace (👁️) cut (✂️) and order.

Three little cars go fast.

Three little cars go fast.

little Three fast. go cars

Workbook – Page 47 (Accompanies Book 2 Pages 43-45 The boat)  
Read and colour.

Read the story “The boat” Pages 43-45 – again.  
Use the Big Book or look at smaller reading books.

Talk about the story:

- ★ What is Tatenda’s mother holding?
- ★ How will this boat move?
- ★ Look at Rex – how do you think he is feeling (page 43), then compare with following pages.
- ★ What are all the people wearing? Why do you think they have to wear life jackets in a boat?
- ★ How did Rex get to the boat? How can you tell (he’s wet and shakes the water out of his coat).

Activity: Look at the end marks – **Punctuation. Remember** to use appropriate actions.

- ★ **Discuss** or refresh the children’s memories about what each means:
  - **! exclamation mark** – shows surprise or emphasis.
  - **? question mark**.
  - **, comma** – a pause in the sentence.
  - **. full stop** – the end of a sentence.
- ★ **Follow** the colour guide and colour the end marks.

Read (🗨️) Read (🗨️) and colour (🎨)

The boat

Look! Here is a boat.  
Can you jump in?  
Jump in, Chipo and Jenny!  
Can you jump in, Mother?  
Come, Rex, come.  
One, two, three!

○ the end marks and them.  
. blue ? yellow  
! red , green


Workbook - Page 48 (Accompanies Book 2 Page 46 We see three)  
Read and circle.


Read the poem: including "reading" the pictures.







Talk about rhyming words that sound the same - **one/sun** - not focusing on the spelling at this stage!



- ★ One - **sun**
- ★ Two - **shoe**
- ★ Three - **tree**
- ★ One - **bun**
- ★ Two - **blue**
- ★ Three - **bee**

Some children may be able to write some of the easier words for the pictures like sun and bun; if not, they can write the first letter and draw the pictures.

**Read** Circle  the rhyming words and pictures.

 **We see three**

One, one!	One, one!
See the  .	Find my  .
Two, two!	Two, two!
See my  .	The  is blue.
Three, three!	Three, three!
See the  .	See the  .

Draw  or write  the words that rhyme.