

Book 3 - Home and School





Aunt Pat



Tari



Grandmother



TEACHER'
GUIDE

Grandfather



Sunrise Readers Book 3 - Home and School

Learner's Workbook

Teacher's Guide

Introduction



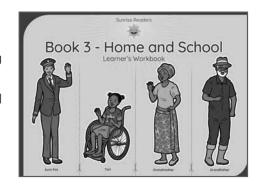
Dear Teachers 🗗 and Parents 👸

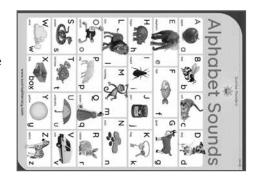
Thank you for embarking on this literacy journey with your young learner/s. The following information will assist you to make the best use of this workbook and ensure that your learner derives maximum benefit from using it as a companion resource with *Sunrise Readers Book 3: Home and School*. The following 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://sunriseliteracu.com/sunrise-readers-book-1-friends-resources

General Tips

- ★ Continue to build on skills introduced in earlier Workbooks: **Reading Lessons** (reading each story/passage of text at least three times) using the **Super Six** reading skills all the time. Enrich vocabulary and introduce descriptive words while using **Picture Power** to talk about the stories. Continue to use earlier structures introduce new vocabulary using the flashcards as suggested for Book 1 clapping syllables; word hunts etc.
- ★ Word hunts: Increase differentiation to challenge children at different skill levels: At this stage, some children might still be writing the first letter when they find the words. Others will be writing the words. More able learners who complete the activity quickly may be asked to write a sentence using the word. e.g / see a bicycle.
- ★ Punctuation: Direct speech is introduced in Book 3, Home and School. Speech bubbles with cartoon characters are the first step (Pages 14-16). Introduce and practice speech marks before Page 14 in the reader. Use Big Book 3 to demonstrate, or draw inverted commas ⁶⁶ and ⁹⁹ on the board. Say: When we write sentences, we don't use speech bubbles. These marks (that look like 66 and 99) are inverted commas, and they work like a speech bubble. They show that someone is speaking. All the words someone says are inside the inverted commas.
- **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!
- **★ 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. Colours, shapes, transport and road safety, water and good food, pet care are some of the themes to explore.
- ★ Word tracing: We use this exercise for only the more complex words, such as bicycle, road, teach, your. For learners who continue to need more support, find free downloadable colouring and tracing exercises for the Starter Level words on our website.







★ Wordsearches in this workbook offer simple words written vertically as well as horizontally. If necessary, teacher can introduce and model this change in the wordsearch squares prior to the first exercise in the Workbook. (Pg 25). For more capable learners, there are free downloadable Book 3 Home and School wordsearches with simple words going diagonally on our website.



- ★ Sentence scrambles cut and order the scrambled words to form the correct sentence. Along with the exercises in the Workbook, the teacher should use the small word cards and build sentences 2-3 times per week, as part of a circuit of reading activities in small groups.
- ★ Phonics: Digraphs, "Two letters make one sound", are becoming more common in the vocabulary in Book 3, Home and School. For example: oa road, ea-teach,
 ee-green, oo-food, ow-brown and ou-house. Some children will grasp this quickly, allow others move at their own pace at this point early in the year. A phonics programme that supplies an assessment sheet will assist in tracking each child's progress, or you could create your own assessment sheet linked to your phonics curriculum.
- ★ Hold a sentence: Also known as Memory Writing. This is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation. Use high frequency words that are easy to spell.

Here is a **script** to follow:

- ★ Look at Page 3 in the Big Book: The big boy is down.
- **★ Talk** about the picture and what is happening on the page. Remember to be descriptive.
- * As always, **teacher reads** the whole page to the class. The class reads aloud with the teacher. Read together in pairs.
- **★ Say:** We are going to remember and write a sentence.
- ★ Listen (Sound Power) The big boy is down.
- * Repeat (My turn: your turn.) Teacher reads the sentence children echo, read the whole sentence: The big boy is down.
- **★ Look** at the sentence. (Teacher displays the sentence on the board.) Listen to me read the sentence. (She reads and uses **Pointer Power**.)
- ★ Your turn (teacher uses Pointer Power, sliding her finger smoothly under the words from left to right.
- ★ Let's use **funny voices**; My turn and your turn. Squeaky voice, gruff voice, loud voice, whisper etc. (Make it fun!)
- ★ How many words? (Count using Pointer Power) 5.
- ★ Now let's **say it** without reading. Close your eyes, (or hide your face in your hands, or turn around Busy Bodies!) Who can remember?
- ★ Now let's write it. Watch me.
- * Remember, we start with a capital letter (Use actions for punctuation, e.g. roof shape of hands over your head for Capital letters.) We end with a full stop a pointy punch action for full stop. Demonstrate finger spaces between the words.
- ★ The big boy is down. The **teacher writes** the sentence on the board, talking about the capital letter, finger spaces and full stop.
- ★ As teacher writes, she asks how many **sounds** in each word, and sounds the letters as she writes.
- ★ Let's say it **again**.
- ★ Now **YOU** write it.
- ★ Let's **correct** our work. Did you write ...
- ★ The learners write this sentence every day for a week as a separate hold a sentence or memory writing lesson, without the whole lesson being repeated every day.

<u>https://www.youtube.com/watch?v=WNzBBqd-YPo</u> – provides a step-by-step example to watch.

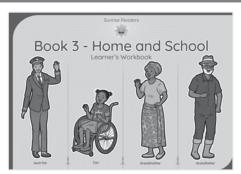
LEARNER'S PAGE



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 Books 1 and 2.
- ★ 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.



W	Word cards									
b	icycle	road	with	stop	man					
	ride	teach	not	no	on					
	Ride	fall	your	school	bad					
	boy	cry	say	Tom	good					
	at	will	says	cannot	bring					
and in the										



LEARNER'S PAGE

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Introducing Book 3 - Home and School



Introducing Book 3 – Home and School: Have a copy of the above book or the **Big Book** for the lessons, and to demonstrate the skills described below.

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

Sunrise Readers Book 3 - Home and School Learner's Workbook See my bicycle! I like my bicycle. I like my blue bicycle. I like my blue bicycle.

Day One: The front cover:

- ★ Talk about the characters. Who is in this picture? Where are they? What are they doing?
- * Read the title to the learners Home and School (use Pointer Power).
- ★ Let's talk about our homes. What kind of homes do we live in? See what the children say! (Some people live in houses in towns. They might have a garden. Others live in a flat. Some people live in houses on farms. Some people live in huts in villages.) Where do you live? What kind of home is it? (Teacher could refer to Big Book 2 Work and Play centre pages to talk about Tatenda and Chipo and David and Jenny's homes.)
- ★ SCHOOL: What is our school called? How many grades in our school? How many learners in our class? Talk about your school. (Home schoolers, perhaps talk about a nearby school, or even use this as an opportunity to talk about the reasons you home school and the advantages you experience as a result.).
- ★ Follow up with a DRAW activity on paper or in the learner's exercise book either draw your home or your school. Label your drawing (My Home or My School). Learners may need to copy these words from their wordlists.
- * Make up a short sentence to sum up the discussion, such as I like my school. 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 on the outside back cover. Talk about the characters who are they? What are they doing? Where do you think they are going? Why do you say this?
- * Read the sentence and the questions to the learners. (x 3 as usual).
- ★ 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 learning something in this book?
- ★ What are they learning?
- * Make up a short sentence as above and do the sentence building activity.







LEARNER'S PAGE



Workbook – Page 2 (Accompanies Book 3 pages 1-3 My bicycle) Read, colour and trace.

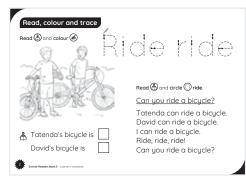
Read the story together, reading it at least three times, as set out for reading lessons in **Book 2 – Work and Play**. Use **Picture** and **Pointer Power** for each page, encourage descriptive words.

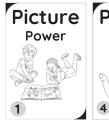
Oral Comprehension questions to ask, using the pictures from the **Big Books**:

- ★ What **colour** is Tatenda's bicycle? David's bicycle?
- ★ Do you have a bicycle? What colour is it? If you do not have a bicycle, what colour would you like your bicycle to be?
- ★ Let's think about being safe on a bicycle. In this story, what is safe, and what is not safe? (How do you stay safe on a bike?) Helmets; big boy no hands etc.

Activities:

- ★ Look at the picture and read the text, varying it. (Follow the reading lesson practice established in Book 2.)
- ★ Trace the words.
- ★ Colour the boxes the correct colour Tatenda's bicycle is **blue**. David's is **green**.
- ★ Partner Power: Read the text again and circle ride.









LEARNER'S PAGE



Workbook – Page 3 Draw.

Talk about: Your bicycle, or a bicycle you would like to have. What kind of bicycle is it? What colour? Encourage learners to be as imaginative as they like!

NOTES FOR TEACHERS

Activities:

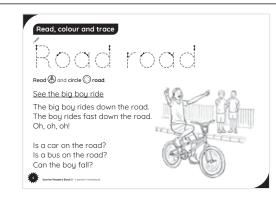
- * "Add a pinch of you": Write: My bicycle.
- ★ Design your bicycle.
- ★ Label your bicycle.



Workbook – Page 4 Read, colour and trace.

Activities:

- ★ Read the text **3-4 times**, varying it. (Follow the reading lessons pattern established in **Book 2**.)
- ★ Circle the word road.
- **★** Talk about:
 - Road safetu.
 - Use Big Book to discuss the pictures for pages 2 and 3 of this story.
 - Look at Tatenda and David. What are they thinking? How are they feeling? Why do you say this?
 - What do you think will happen next?
- ★ Differentiation: for more capable learners, when reading the My bicycle story, page 2:
- ★ Phoneme spotter (ee) reading and circling activity: See; green.
- ★ Talk about other words they know with **ee** (e.g. three, tree, feet). Write the words on the board. Circle all the **ee** sounds you have written. Learners may suggest words with **ea**; just say "Well done. For that word, we write ea which make the same sound." Write it on the board with **ea**.
- ★ Hold the sentence/ memory writing activity: I see a bee.





LEARNER'S PAGE



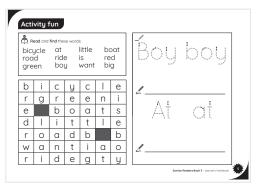
Workbook - Page 5 Activity fun.

Follow the approach to wordsearches already established:

- * Read the words in the list then look for the word in the Wordsearch box.
- ★ Some words are written from top to bottom.
- ★ When you find each word, you may colour in (or circle) the words in the wordsearch.
- \star Put a tick next to each word in the list as you find it: **bicycle** \checkmark

Sentence work: More capable learners can use words to make their own sentence and write it in their exercise book: The big boy rides bicycle.

Trace and write the dotted words.



Workbook – Page 6 (Accompanies Book 3 pages 4-6 Chipo rides a bicycle) Let's talk.

Talk about:

- ★ Can you ride a bicycle? How did you learn? Who helped you?
- ★ Why is Chipo not safe on **pages 4** and **5**? (No helmet)
- ★ Have you hurt yourself on a bicycle?

Activities:

- ★ Tell a friend a story about something that has happened to you on a bike, or something you saw about a bicycle.
- ★ Write a sentence about your story. (Or copy one from the book/board e.g. **See Chipo fall down**.)
- \bigstar Draw something from the story, or something that has happened to you on a bike.
- ★ Hold a sentence/ memory writing: I can ride fast.

Let's talk All about a bio Tell a friend about you and a bicycle. Write about it.	030	
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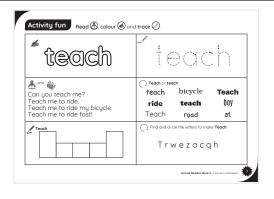


LEARNER'S PAGE



Workbook - Page 7 (Accompanies Book 3 pages 7-20: Will you teach me?) Activity fun.

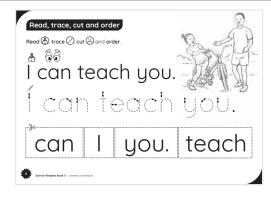
- * Read, colour and trace.
- ★ Find the word teach some students will enjoy looking for the digraph 'ea' which says the long sound /ee/ in teach.
- * Remember to approach the reading of all text as you do in reading lessons read at least 3 times.



Workbook – Page 8 (Accompanies Book 3 pages 7-10 Will you teach me?) Read, trace, cut and order.

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

Teachers – these are useful exercises, but we include less in this workbook as we move on to other skills. Continue to build and match sentences with learners, using their small word cards.



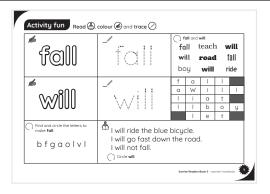


LEARNER'S PAGE



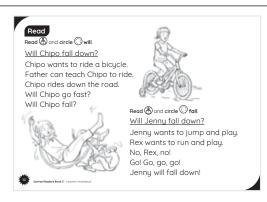
Workbook – Page 9 Activity fun.

- ★ Take note of the double "II" at the end of both words.
- ★ Casually mention that when two consonants stand together, they say their sound once. eg, little puppy.
- * Read, colour and trace the words fall and will.
- * Read the sentences.



Workbook – Page 10 (Accompanies Book 3 pages 4-6 and 21-23 Jenny falls down) Read.

- ★ Shared reading. Use the suggested actions for the punctuation.
- * Read the text following the reading lesson pattern.
- ★ Find and circle the words will and fall.
- ★ Colour the pictures.
- ★ Tell a friend: Have you fallen down? What happened and how did you feel?





LEARNER'S PAGE



Workbook - Page 11 Sentence building.

Teachers – use one of the sentences for memory writing/ "hold the sentence" work.

Sentence matching and building.

- ★ Use your cut out insert word cards. Some of the words are from **Books 1** and **2**.
- * Match each word card to make the sentences.
- ★ Build the sentence on your desk then copy it into your exercise book.



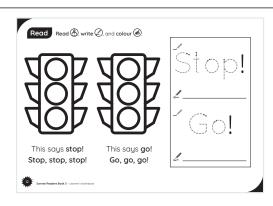
Workbook - Page 12 (Accompanies Book 3 pages 11 and 12 Green says go! Red says stop!) Read, write and colour.

Traffic lights:

- * Read the sentences under the traffic lights.
- ★ Colour drawings of the traffic lights as indicated by the text.
- ★ STOP red the top circle.
- ★ GO green the bottom circle.
- **★** Talk about:
 - The orange or amber light: It means "Slow down" and "Get ready to stop!"
 - When to stop and when to go! Draw ideas from children's experiences, including safety at home and on the road.
 - Connect this with the traffic safety story on Pages 18 20.
- ★ Trace and write.



Take a whistle and the word cards for **Stop** and **Go** outside. Play a game of "**Statues**" - Children run, skip, jump, ready to make a statue on the **STOP** command. Show the word card and blow the whistle once for **GO** and twice for **STOP**. Anyone still moving on **STOP** sits down, or joins the teacher in checking the other players. Continue until one or two children remain. Everybody up and play again.



LEARNER'S PAGE



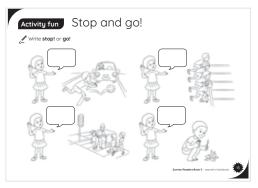
Workbook – Page 13 (Accompanies Book 3 pages 11 and 12: Green says go! Red says stop!) Activity fun.

This is a bridging lesson for direct speech.

- ★ Use **Picture Power**. Using questions, guide a discussion about each picture to ensure that the learners understand what is happening in each.
- ★ Speech bubbles: follows on from the Stop and Go pages.
- ★ Where would you say **Go**?
- ★ Where would you say **Stop**?

Activity:

★ Learners write **Stop!** and **Go!** in the appropriate speech bubbles for this exercise.





Workbook – Page 14 (Accompanies Book 3 page 13: I like my school) Read, label and draw.

Teacher reads the text in the big book or reading book, using words for the pictures.

At school I listen.

At school I sit at my desk.

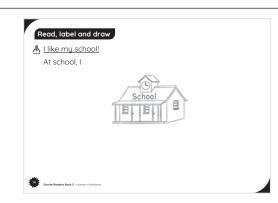
At school I read my book.

At school I write in my book.

At school I play with my friends.

I like my school.

- * Read again, pausing at each picture clue. Engage the children in recalling what each word is: This is an ear. We use our ears to... (yes, listen!)
- ★ Talk about what learners do at school, and what they like best. E.g. Where do you sit at school? Who do you play with?
- ★ In the form of a **spider gram**, with the school in the centre, **label** (draw or write) what the learners like doing at school.





LEARNER'S PAGE



Workbook - Page 15 (Accompanies Book 3 pages 14-16: "Teach me," says Tom) Write.

Sound Power: Teacher to verbally draw attention to the long **/ee/** sound in **'teacher'** and **'cheetah'**. No need to mention the different spelling of the sound at this point – focus on the children listening to the sound and saying it: **/ee/**.

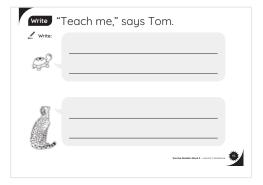
🛂 Introducing Direct Speech: Here is a script for the teacher to use and adapt.



Teacher: When introducing **speech marks**, use finger actions to remind the children. E.a. common finger actions for speech marks are:

Teacher: Prepare the story in the **Big Book** before the lesson. Cover the words in the speech bubbles with paper.

- **★ Day 1 Page 14:** Look at these pictures. (Use **Picture Power**.) One lesson per day for each cartoon drawing! What is this animal? Yes, a tortoise, What is this animal? (It's a cheetah.) What do you think the tortoise's name might be? Use **Pointer Power** to draw attention to the heading: "*Teach me*," says Tom, and ask the learners to sound out Tom.
- ★ This speech bubble shows us the animals are talking. (Point to Tom's 'empty' speech bubble). Let's have fun. Let's imagine what Tom might say to the cheetah. (Enjoy all of the different ideas everything is correct!). Now, let's imagine what the cheetah may say to Tom! Lots of ideas have fun! Laughter is so good in the classroom!
- ★ Do the same with the picture of Tom and the hare.
- * Now, let's read what the **book** says. **Teacher** removes the paper from the speech bubbles.
- ★ Use **Pointer Power**. Teacher uses different voices for the different characters (Tom always has the same voice). After reading what Tom says, she includes 'says Tom' in her normal voice. E.g. "Can you teach me to run fast?" says Tom. "No, no. I cannot," says the Cheetah.
- **★ Day 2 Page 14:** Partner Power: Role Play: Read the speech bubbles again, each child being one of the two animals.
- ★ In learner's workbooks: the pictures of Tom and the Cheetah with lines below, on which the learners write what each of the characters say.
- ★ Once the learners have written out the words, teachers can introduce the speech marks and have the learners write them in. Remember: This is difficult and the learners will grasp it over time.
- ★ Day 3 Repeat the Day 1 exercise with Pages 15 and 16 to provide consolidation of this concept.



Picture	Sound	Pointer	Partner
Power	Power	Power	Power
	2	4	5

LEARNER'S PAGE



Workbook - Page 16 (Accompanies Book 3 pages 14-16: "Teach me," says Tom) Activity fun.

Question Marks.

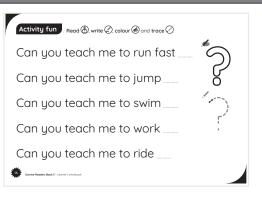
Having explored speech marks, the focus is now on the **question mark** punctuation symbol. Use the **Big Book** to see where Tom asks questions in the speech bubbles.

Further practice and exposure to the punctuation symbol?

Draw attention to the **question marks** in this story. Remember to consistently use a hand/sound action for punctuation.

Activities:

- * Read the sentences and write a?
- ★ Colour and trace the large question marks.



Workbook – Page 17 (Accompanies Book 3 Home and School page 17: Can you find this?) Find and colour.

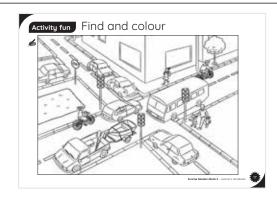
Using the Big Book and Picture Power, notice all the details and activity on this page.

- * Ask children to notice the different colours of all the cars. (blue, red, purple)
- ★ What are the names of the other vehicles/ways of moving in the picture? (bus, boat, truck, bicycles, wheelchair, walking) For fun, ask: can the boat work here?
- * Ask what the colours of these vehicles are.
- ★ Who can see what the traffic lights are showing Who can go? Who must stop? Teacher: Revise Stop and Go.
- ★ Who can see another way that tells us to stop? (The stop sign)
- ★ Say if you think the people can walk across the road. Why or why not?

Activity:

Find and colour: Give verbal instructions to the class or write these on the board. You can put a dot of the relevant colour next to the colour words if your learners need support. Leave the **Big Book** picture displayed to help the children.

- ★ Colour the boat yellow.
- ★ Colour the **bus green**.
- ★ Colour two cars red.
- ★ Colour two cars blue.
- ★ Colour the stop sign red.





LEARNER'S PAGE



Workbook – Page 18 (Accompanies Book 3 Home and School pages 18 – 20: The road man at school)

Read and colour.

♣ Teachers – prepare ahead of time.

- ★ Make a **Stop sign** for the classroom.
- ★ Talk about **road safety** (connecting with **pages 11, 12** above)
- ★ Do a word hunt for this story: teach school ride road stop.
- ★ If possible, take learners outside somewhere in the school grounds find where walkways intersect or make a crossroad with skipping ropes, blocks etc. Take your Stop sign.
- ★ Practise stopping and looking right and left and right again.

The road man at school, Reader Pages 18-20:

- ★ Use the **Big Book** to practise direct speech activity.
- ★ Teacher reads this story using a big voice for the road man, and her own voice for the text.

Activity:

- * Read Partner Power: One learner reads the text, including says the road man.

 The other is the road man.
- ★ Colour the speech marks and the picture.
- ★ Draw a stop or go sign. Write Stop or Go in it.

Read and colour Circle the speech marks. The road man at school. The road man is at school. "I will teach you to ride," says the road man. "You will ride on the road. You will not fall." Colour the "". 33 I will teach you, says the road man.

Workbook – Page 19 (Accompanies Book 3 Home and School pages 21 – 23: Jenny falls down) Write.

Use the Big Book. Read the story.

Teachers: Prepare ahead of time:

- ★ Copy out two lines from the story do **not** include speech marks.
 - Can I help? Says Chipo.
 - Bad boy Rex says Jenny.
 - Read each sentence with the class. Ask learners where to put the speech marks, and demonstrate this on the board.

Workbook Activity:

- * Read the sentences.
- ★ Write the speech marks into the circles.
- ★ Colour the picture.



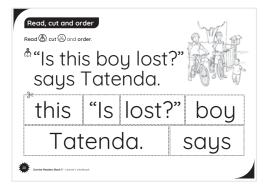


LEARNER'S PAGE



Workbook - Page 20 (Accompanies Book 3 Home and School pages 24-26: The boys help) Read, cut and order.

- * Read the sentence.
- ★ Cut, order and paste the scrambled sentence.
- * Colour the picture.



Workbook - Page 21 (Accompanies Book 3 Home and School page 27: On and in) Activity fun.



Position in space is important for all learning.

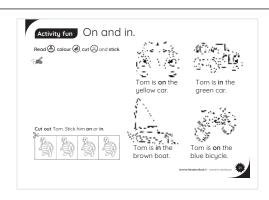
Children benefit from physically moving their bodies in space and with equipment. Especially focus on on and in. Learners can put objects on a tin or in it. In another lesson, another day, you could expand this by planning some time outside. Use obstacles which the children can climb over, lie or sit. Plan some time outside with obstacles which the children can climb or jump over, lie or sit on, or beside, or in, or crawl under.

Teachers: Prepare ahead of time:

- ★ Enlarge and reproduce several sets of pictures of vehicles.
- ★ Cut out Tom and stick him in or on the vehicle.
- ★ Write in or on, or the sentence.

Activitu:

- * Read the sentences.
- ★ Colour the pictures.
- ★ Colour and cut out Tom.
- ★ Paste the pictures of Tom to correctly match each sentence.





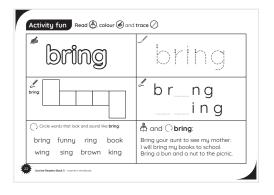
LEARNER'S PAGE



Workbook – Page 22 (Accompanies Book 3 Home and School pages 28-30: Aunt Pat) Activity fun.

Teacher: Take note of the consonant blend at the start of the word: br.

- ★ In a blend, each letter says its initial sound (/b/ as in bird, /r/ as in rabbit) and we say them smoothly together, without pausing to make each sound distinct.
- * Read, colour and trace the words bring.
- ★ In this activity, learners are to circle words that look and sound like bring. This is the first time we draw attention to words that look and sound the same.
- ★ Words that look and sound like bring: sing, wing, fling, king, ping, ring, sing, ting-a-ling-a-ling (that's a little bicycle bell sound!) wing, zing!
- * Read the sentences.



Workbook – Page 23 (Accompanies Book 3 Home and School pages 28-30: Aunt Pat) Write.

We meet David and Jenny's Aunt Pat for the first time. She is an airline pilot and in this story, returns home from a trip away.

- ★ Use the **Big Book** and **Picture Power** to help the children learn about **Aunt Pat** just from the pictures.
- ★ Ask "I wonder..." questions about her cap, the wings on her jacket, the bags she is bringing in, is that her car?
- ★ See if the children notice something familiar about David's book. (Yes! It's Sunrise Readers Book 1 Friends!)
- ★ Go back and look at **Rex** in the pictures. What is he doing?

Complete the activities on the page:

- New word Aunt. Trace and write.
- ★ Do you have an aunt? Someone like an aunt?
- ★ Draw your aunt and label the picture.



LEARNER'S PAGE

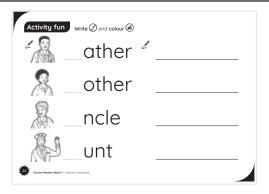


Workbook – Page 24 (Accompanies Book 3 Home and School pages 31-33: The picnic) Activity fun.

Talk about our families. Review family and relatives.

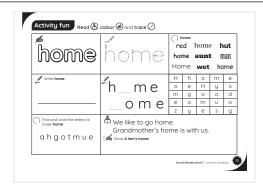
Activity:

- ★ Write the first letter in the space for each name.
- ★ Copy the whole word onto the line alongside.
- ★ Colour the pictures.



Workbook – Page 25 (Accompanies Book 3 Home and School pages 34-37: Rex is lost) Activity fun.

- \bigstar Read, colour and trace the word $\pmb{\mathsf{home}}.$
- * Read the sentences.
- \star Some words in the wordsearch are written from top to bottom, others from left to right.
- ★ Other words that you may find: good, dog, yes, my, you and go.



LEARNER'S PAGE



Workbook – Page 26 Match.

Talk about animal homes.

♣ Teacher: enlarge this page for a full class discussion.

Talk about:

- ★ homes of different kinds people live in many different kinds of homes. So do animals.
- ★ First name and discuss the animals the word "dog" is easy for the children to read and so does not have a picture clue. Read each sentence (My turn/your turn) to include the word for the picture clue.
- ★ Next, look at the homes depicted ask, "I wonder which animal might live in a hole in the ground?" and so on with the other homes.
- ★ Join each animal to its home model left-to-right action.

Activity:

- ★ Children complete the matching exercise.
- **★** Colour the pictures.



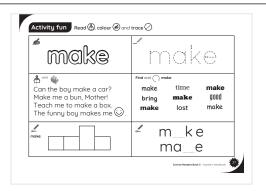
Workbook – Page 27 (Accompanies Accompanies Book 3 Home and School pages 39-41: I can make a house) Activity fun.

- Teacher: this is an opportunity to explore a sound family (as in Book 1).
- ★ In the middle of the board or a large sheet of paper, write -ake.
- ★ Talk about the word **make**, then use the **Alphabet Sounds Chart** to find other initial sounds that will make new words: (also) **r-r**ake, **s-s**ake, **w-w**ake.
- ★ Discuss the new vocabulary and meanings of these words.



Activity:

- * Read, colour and trace the word make.
- * Read the sentences.



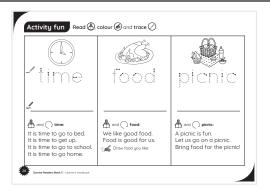
LEARNER'S PAGE



Workbook – Page 28 (Accompanies Book 3 Home and School pages 28-30 and pages 31-37) Activity fun.

Activity:

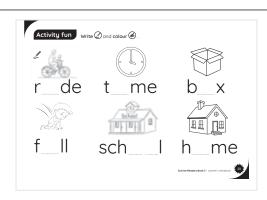
- ★ Help the children to **read** the **time** on the clock it is 3 o'clock time to go home from school. They are not expected to know this yet. Compare it to the time shown on **Page 28** in the reader.
- ★ Trace each word, copy it onto the line below, circle the words as indicated.
- ★ Draw something they like to eat.



Workbook – Page 29 (Accompanies Book 3 Home and School pages 34-37: Rex is lost) Activity fun.

Fill in the missing letters.

- ★ Write the missing letter, read the words.
- ★ Colour the pictures.
- **★ Patner Power**: in pairs, choose two words each and put them into sentences.
- ★ **Differentiation**: some learners may be able to write one of their sentences into their exercise books.





LEARNER'S PAGE



Workbook – Page 30 Read and colour.

On this page, we intentionally introduce Tari, who appears in Book 4, and Tatenda and Chipo's grandfather and grandmother from the farm. This is because we have provided their character cards on the cover of this workbook, so that learners can continue to role play and retell the story going forward when reading Sunrise Readers Books 4 and 5.

Talk about:

- ★ Do you have a **Grandfather**? A **Grandmother**?
- ★ Where do they live?
- ★ Do they work?
- ★ Look at Tatenda and Chipo's grandparents. What work do you think they do?
- ★ Introducing Tari a friend at school whom we meet in Sunrise Readers Book 4 Story Time.

 Tari is in the same class as Jenny and Chipo and they are good friends.
- * Ask "I wonder..." questions why she is in a wheelchair? Gather knowledge from the children's experience of people living with a disability. How do you think she comes to school?

Activitu:

- * Read the sentences.
- ★ Colour the pictures.
- ★ Use character cards to familiarise learners with Tari. Role play introductions.

Read Read ® and colour Grandfather and Grandmother ☐ Talk about grandfathers and grandmothers Grandfather is here. Grandfather is here. Can you come to my house? **Tori is at school. Chipo and Jenny like Tari. "Will you play with us?" says Chipo. "We like you, Tari."

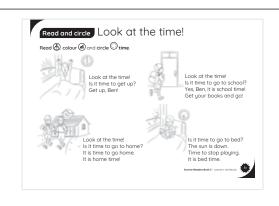
Workbook – Page 31 Read and circle.

Teacher:

- ★ This page would work well with a class theme about **time**. Colourful pictures from old calendars, showing a starry night sky, sunrise or sunset, a sunny morning will assist discussion with the children.
- ★ The learners are not expected to accurately read the time from a clock at this stage.
- ★ The focus is on sequencing of events and the **time of day** when we do certain activities.

Activitu:

- ★ Read the text **Partner Power** or small groups.
- ★ Find and circle the word "time".
- * Colour the pictures.





LEARNER'S PAGE



Workbook – Page 32 (Accompanies Book 3 Home and School pages 31-37: The picnic, Rex is lost; and page 38: Good food)
Read and circle.

Talk about animal homes.

Teacher: Support the stories about picnic food and the Good Food shown on Page 38 with a class theme of "Food we like".

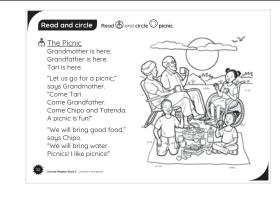
- ★ The children could cut out pictures of different foods from old magazines or draw their own.
- ★ Bring empty boxes or packaging from shop-bought foods.
- ★ Build a class collage with snack wrappers, if the children bring these to school.

The picnic, Book 3 Pages 31-33:

- ★ Use the **Big Book** and **Picture Power** to explore the story. In talking, encourage use of descriptive words for "**good food**" delicious, yummy, tasty, favourite, nutritious. Remind the learners about **Aunt Pat** in this story, she is out of uniform.
- * Read the story using Pointer Power use different voices for Mother and the children.
- ★ **Talk about** the word "**picnic**" and explain its meaning: an occasion when a packed meal is eaten outdoors, especially during an outing.
- ★ Discuss the food in the pictures Talk about food learners enjoy most favourite food.

Activity:

- * Read the story as usual, at least 4 x including **Partner Power** and alone.
- ★ Find and circle the word "picnic".
- ★ Colour the picture.





LEARNER'S PAGE

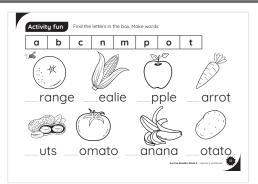


Workbook – Page 33 (Accompanies Book 3 pages 31-33: The picnic and page 38, Good food) Activity fun.

- * Refresh the meaning of the word "picnic" if completing this page on another day.
- ★ Phonics focus: Food uses the long sound of /oo/ spoon, cool, roof, soon, tool.
- ★ Look at and discuss the food on **Page 38**. Which food would you take on a picnic? (Easy to pack and carry, "finger food" easy to eat with our hands etc.)

Activity:

- ★ Look at the letters in the box above the pictures.
- ★ Use each letter to complete the words.
- ★ Colour the pictures.
- ★ In groups of 4, play a **memory game with food**. "I went to a picnic and took ..." (something on the page no looking!)



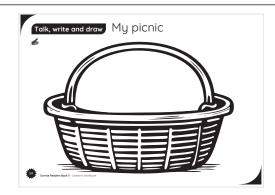
Workbook – Page 34 (Accompanies stories in Book 3 pages 31-37 and page 38: Good food) Talk, write and draw.

Teacher:

- ★ Labelling is a good skill to develop.
- ★ Demonstrate again how to **label** items in a picture: Write the word in a space near the item, draw a line from the word to the item.
- ★ You may choose to draw a large picture of the basket on the board for your demonstration, and draw foods suggested by the children. Write the name of the food, get a few learners to connect the label to the correct food.

Activitu:

- ★ This basket is for learners to draw their favourite food.
- ★ Label the food. Learners can use **Partner Power** for assistance, and refer to their **Alphabet Charts** to build words. Praise words that have been written the way they sound, even if they are not correctly spelled. e.g. oranj bred bunarna. They are making excellent progress!
- ★ Learners describe what they have drawn in the basket again, encourage descriptive words: tasty, sweet.







LEARNER'S PAGE



Workbook – Page 35 Activity fun.

All about water.

- * Refer to the bottles of water shown in the picnic story or use Big Book 3 page 32 for reference. You may wish to enlarge this page for a whole-class lesson.
- ★ Teacher guides a discussion about water its important uses for people and in our lives, for pets and other animals, growing plants, where we find it.
- ★ Why do we need water?
- ★ What do we do with water every day?
- ★ What happens when there is no water?
- ★ How do you get water in your house? Taps? A well or borehole? Have you ever fetched water from a river? How did you carry it?
- ★ Do you have a water tank at your house to catch rain from the roof?
- ★ Where does the water in our taps come from? (Municipal reservoirs piped full from a dam?)
- ★ Clean water and dirty water. Discuss why it's important to drink clean water, and how to make sure water is clean. Do you ever boil water to drink?
- * Read the sentences and ask capable children to read for the class.

Activity:

- ★ Trace and write the word "water".
- ★ Talk about the pictures with a partner or in small groups.
- * Read, clap and circle the word "water".
- * Read using the words for the pictures.

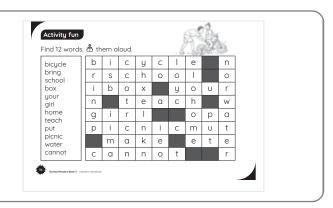
Activity fun All about water Lock and task about water. I swim in water. Fish swim in water. Crocodiles like water. Bring water for Grandfather. Activity fun All about water Water is good for a I like to water. Water is good for a Like to water. Water is good for a Like to water.

Workbook - Page 36 Activity fun.

This wordsearch reviews many of the words introduced in Book 3.

As usual:

- * Read the words in the box.
- ★ Find the words in the word search. Some words are written from top to bottom.
- ★ Other words they may find: make, no, cot, can.
- * Colour the picture.





LEARNER'S PAGE

+*

Workbook – Page 37 Read and colour.

Reading extension - using CVC words not found in the Readers.

Teacher leads discussion about each picture before reading the text, one by one, working from left to right. Use the reading lesson format for each part of the story. As always, encourage descriptive words. This page extends and assesses learner's ability to sound out new words.

- ★ Focus on the expressions on Tip's face ask: How do you think Tip is feeling? Compare the happy to the sad ask, "Have you ever been lost?"
- ★ Partner Power: tell a friend how you got lost, how you felt, and what happened next. What should we do if we get lost? Is there anything we should NOT do?
- ★ In a separate lesson, link this story to **Rex is lost** on **pages 34 -37**. Use a Venn Diagram to compare similarities and differences.
- ★ This concept is revisited on Page 39, so it is a good opportunity to verbally use vocabulary related to this idea teacher, have you experienced getting lost, as a child or an adult? Telling your story may help to normalise this experience for your learners.

Activity:

* Read and colour.



Workbook – Page 38 Activity fun.

Most learners enjoy a maze activity, which also involves their fine motor control.

Activity:

- ★ Help Tip to go home.
- ★ Help Tip to find the bones.
- ★ Colour each bone a different colour.
- ★ Label the house home.

Activity:

- ★ How many bones can Tip find?
- ★ For learners who can, draw dotted lines or different coloured lines so that they get more practice e.g. first in pencil, then in **red**, then in **blue**.
- ★ There are trees and flowers draw more things Tip might see along the way.





LEARNER'S PAGE



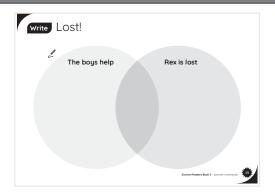
Workbook – Page 39 (Accompanies Book 3 pages 24-25 The boys help, and pages 34 – 37: Rex is Lost)
Write.

In lessons before this page:

- * Review the concept of losing something. Talk about: What to do if you lose something special?
- ★ Idea of a Poster: Children Write: Lost and draw a picture of Rex or their own dog.
- ★ Descriptive work **Talk about:** Describe **Rex**. Small. Golden. Long ears. Four legs. What can they write? Labels or short sentences like: He is a dog. He is small.
- ★ Exclamation marks: Read Rex is lost (pages 34 37) again as a class. Ask learners to put their hands up or clap when there is an exclamation mark. (Page 35, line 3; page 36 line 4; page 37 the last two lines.) Talk about: What does an exclamation mark mean? (We use it when... Actions using arms: motion down, followed by a punch for the dot.)
- ★ VENN DIAGRAM As usual, the teacher draws this Venn Diagram on the board in advance. She leads the class to compare the two stories The boys help and Rex is lost. Learners think of aspects that are the same and different, decide where the information will go in the diagram, and the teacher records these.

Activity:

★ Following the model just completed as a class, children complete the Venn Diagram in the workbook.



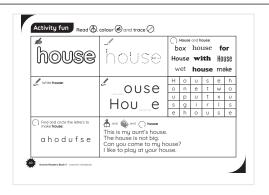
Workbook – Page 40 (Accompanies Book 3 pages 39-41: I can make a house) Activity fun.

Use the Big Book to read the story, "I can make a house".

- ★ If learners have building blocks or lego at home (or in the classroom) talk about what they like to build.
- \star Talk about what learners notice about the houses Jenny and Chipo are building.
- ★ Design/draw a house you would build.
- ★ Build a house with blocks or boxes. (If there are no blocks available, teachers can make a habit of collecting cardboard boxes over time for learners to play with.)

Activity:

- ★ Read, colour and trace the word house.
- Read the sentences.





LEARNER'S PAGE



Workbook - Page 41 (Accompanies Book 3 pages 39-41: I can make a house) Read.

This is a reading extension activity.

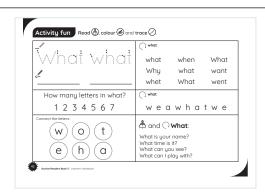
Activity:

- ★ Read the text on this page.
- ★ As usual, notice/ discuss the punctuation marks.
- ★ Colour each house to match the text.
- ★ Draw a house you would like to make.



Workbook - Page 42 (Accompanies Book 3 page 47: What can I see?) Activity fun.

- * Read, colour, trace and circle and write the word what.
- ★ Connect the letters, left to right, with a line.
- * Read the sentences.





LEARNER'S PAGE



Workbook – Page 43 Activity fun.

Prepare in advance for success!

Teach a fun lesson on shapes the day before. Most learners will know circle, square and triangle. Do they know rectangle and oval?

Use three dimensional shapes to illustrate shapes, when you can. The flat drawing of a shape comes from a "face" from its 3D whole. Food packaging boxes are ideal – look for unusual containers: pyramid shaped chocolates – the end/face is a triangle. Round tins with lids and cardboard rolls (cylinders) – the end/face is a circle. These can be used for printing the shapes with paint in an art session.

Examples of a 3D oval is an egg or a rugby ball.

When introducing this activity, talk about the shapes on this page. What are they? Have fun with this page. Play a little game. Be quick and snappy.

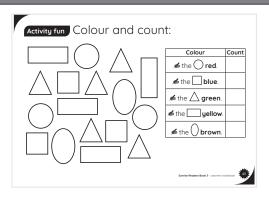
Teacher says: Use **Pointer Power** to point at a _____. Point at **two circles**. Point at **three ovals** etc etc. (Use **Partner Power** for learners to check each other!)

Teacher, you will need to explain the instructions for this activity to the class.

- * Read them aloud, as usual.
- ★ Do the 'key' as a class, to ensure learners are using the correct colours.

Activity:

- ★ Colour the shapes in the **key** first.
- ★ Then colour the shapes in the **activity** one at time: e.g. All the **circles**, **red**.
- ★ Next, **count** the circles. Write the number in the space provided.
- ★ Do each shape in this way.





LEARNER'S PAGE



Workbook – Page 44 (Accompanies Book 3 pages 43-36: Uncle Tim and Rex) Write.

Do the reading lesson as established, using **Big Book**, learners use their books with a partner.

- ★ Talk about Uncle Tim's job. Review: What is Uncle Tim's job? (He is a vet. What does a vet do? He is a doctor for animals.)
- ★ What does Uncle Tim say is good for Rex? What is happening on Page 45? Have you had an injection/vaccination before?
- ★ What does a pet need to be healthy?
- ★ Venn diagrams:
 - What do I need to be healthy? (Good food/water, hygiene, exercise/play, friends/family, doctor)
 - What does my pet need to be healthy? (Good food/water, hygiene, exercise/play, vet)

Extension activity:

- ★ How to bath a dog.
- ★ Teach learners to use "time openers":

First we

Next we

Then we

Last (or after that) we

Write What is good for us? What is good for Rex? What is good for us?



LEARNER'S PAGE

NOTES FOR TEACHERS

Workbook – Pages 45 and 46 (Accompanies Book 3 page 47: What can I see?) Read, draw and label.

Teacher, read the poem What can I see? Reader Page 47:

Do it a number of times, using actions for the **descriptive** words such as: **up**, **down**, **big**, **look**.

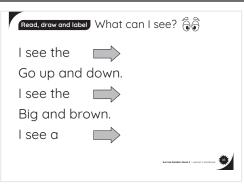
Vary your reading of it, as for choral verse. e.g. Leave out the end word of what you see – and the learners shout it out.

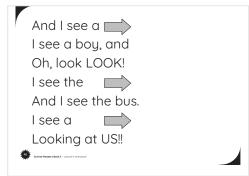
Everyone reads the first line and then individuals or pairs read **two** lines each.

Have groups read the poem together and do a presentation for the class.

Talk about poems:

- ★ Words that rhyme.
- ★ Words that are repeated.









Workbook – Page 47 (Accompanies Book 3 page 48: make words with b) Activity fun.

Make words

- ★ Write the letter "b" at the start of each word.
- * Read the words.
- * Partner Power: take turns to make a sentence with each word.
- ★ Those who can, write a sentence or two, and **circle** the **b** word.
- ★ Colour the pictures.





LEARNER'S PAGE



Workbook - Page 48 (Accompanies Book 3 page 48: Make words with b) Activity fun.

Make words

- ★ What are the two creatures shown here? Can you write their names into one of the circles?
- ★ Write each word from **Book 3 page 48** (or the previous page in this workbook) into a circle.
- ★ Partner Power: Check that you have copied it correctly.
- ★ You may have a "b" word that you want to write use wordlist inside the cover.

