

Going Out With Father



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Notes for Teachers

Big Books for Teaching

Beginning Reading

(Non - Fiction: Information)

Big Books for teaching Beginning Reading should have the following characteristics:

- ✎ Familiar Illustrations that match the Text and depict meaning.
- ✎ Familiar vocabulary related to the Theme or Topic, children's interest or the environment.
- ✎ Repetition of simple Standard English Structures.
- ✎ Repetition of high frequency words e.g

See	is	and	at
I	my	can	the
It	like	look	have
Here	a	this	am

- ✎ Rhyming sounds and same initial consonant sound for developing Phonemic Awareness.

Notes for Teachers

Shared Reading with a Big Book

should focus on the following skills:

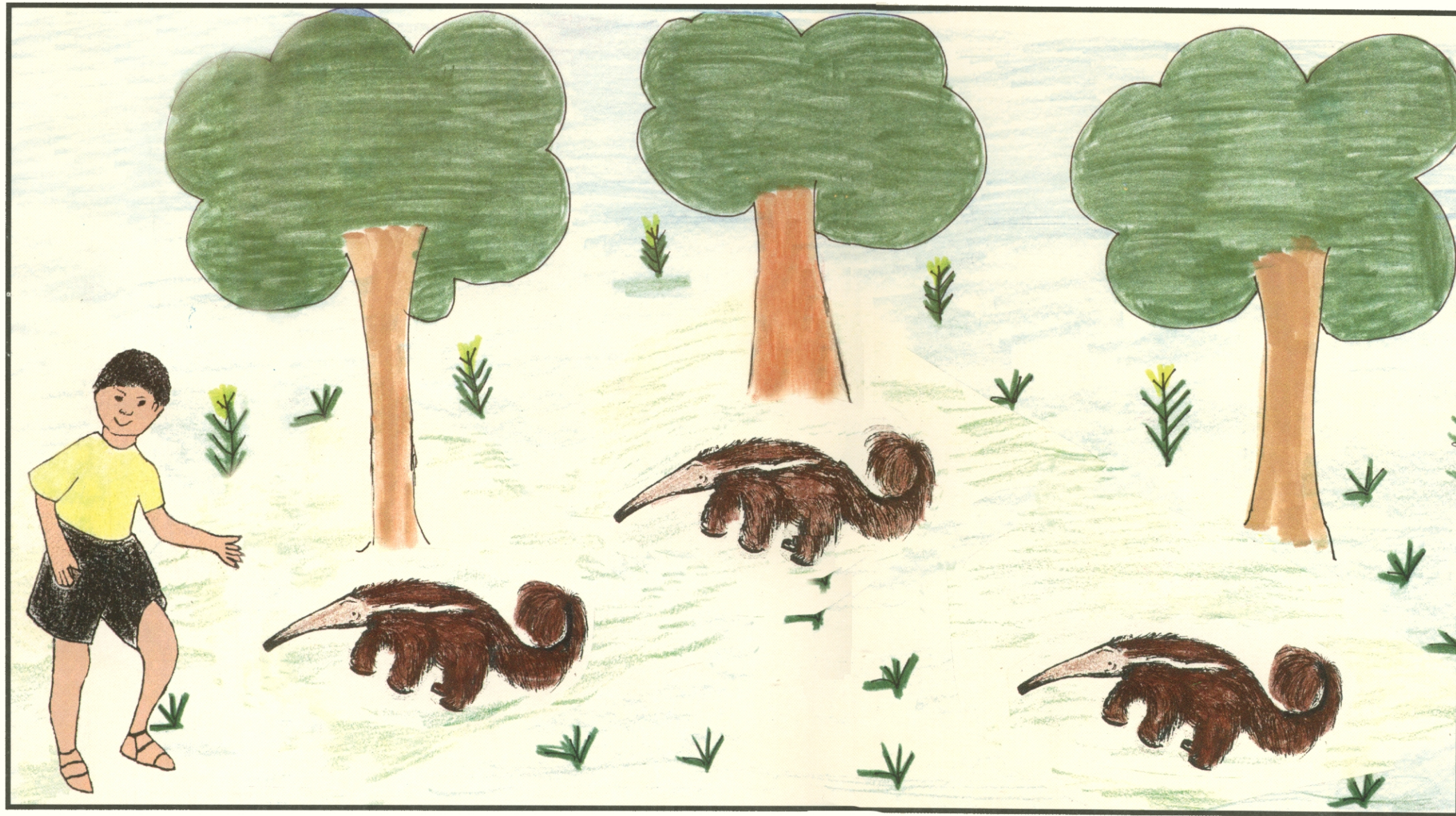
- ✎ Identifying book features e.g
 - The parts of a book: Front Cover, Back Cover, Pages.
 - The Name of the Book.
 - The Name of the Author.
- ✎ Discussing illustrations on the cover and pages.
- ✎ Answering questions on the illustrations and text.
- ✎ Handling a book and turning the pages correctly.
- ✎ Understanding where to begin reading on a page.
- ✎ Listening as teacher reads sentences. Sliding the marker from left - to - right. (Not pointing to each word)
- ✎ Reading with teacher in a left - to - right position and return sweep.
- ✎ Reading aloud in unison. (Children)
- ✎ Understanding that print contains meaning.
- ✎ Using pictures clues to read words.
- ✎ Identifying some high frequency words.
- ✎ Listening to and identifying rhyming words.
- ✎ Listening to and identifying words with the same beginning sounds.



**I went to the forest
And what did I see?
One little deer
Looking at me.**



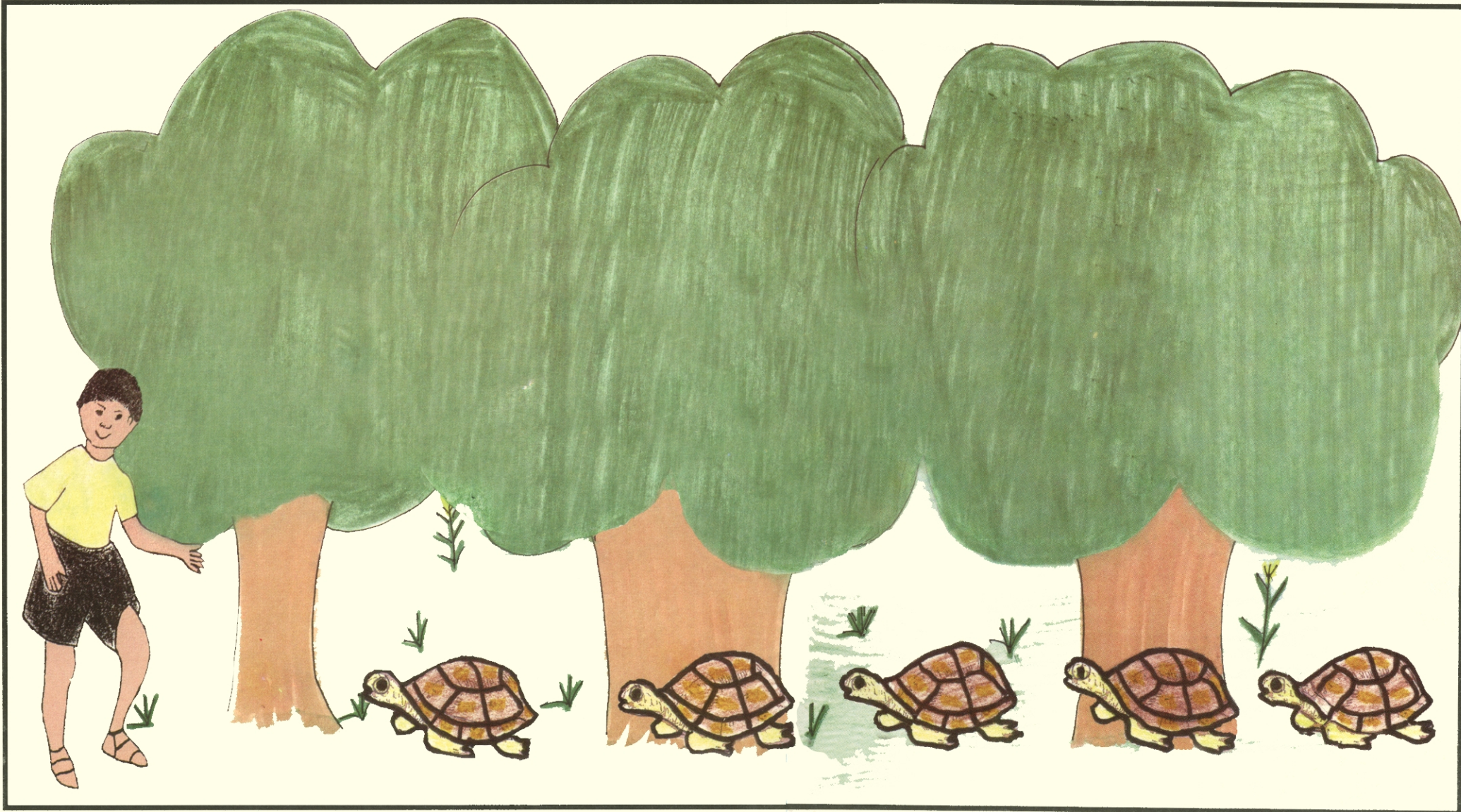
**I went to the forest
And what did I see?
Two little monkeys
Looking at me.**



**I went to the forest
And what did I see?
Three little anteaters
Looking at me.**



**I went to the forest
And what did I see?
Four little iguanas
Looking at me.**



**I went to the forest
And what did I see?
Five little turtles
Looking at me.**

Notes for Teachers

How to Use the Big Book

1. Point out the title - Name of the book.
2. Point to the name of the author and illustrator.
3. Look at the pictures on the cover.

Let the children talk about them or ask the question - "What do you see on the cover?"

4. Point out to your children how the front and the back of the book are different.
5. Show your children how you turn to the first page.
6. Let children talk about the picture on the first page or ask, "What do you see on the first page?"
7. Read the sentences as if you are speaking. (You read the text to them, because they have not yet learnt to read).
8. Read with the children.
9. Let children read independently.
10. Turn to the next page and repeat the procedure.
11. Select three words from the Big Book to teach as Sight Words.

Notes for Teachers

How to teach a Sight Word

Use a Multi - sensory approach to teach a sight word e.g.

1. Introduce the word with a picture (Comprehension).
2. Let the children name the picture.
3. Let the children look at the word. (Visual).
4. Let them note the shape (Configuration).
5. Let the children listen to the sound and say the word. (Auditory).
6. Ask the children to tell you the beginning sound of the word. Let them give you other words with the same beginning sound. (Phonemic Awareness).
7. You trace the word (sand - paper letters, or pin- punched letters) with your finger saying the names of the letters as you trace.
8. Let the children do the same (Kinesthetic Tactile). As the children trace they get the mental picture of the word.

For Practice and Reinforcement

1. Let the children draw any picture from the big book.
2. You write the word under their drawing in bold script.
3. Let them trace over your handwriting with a crayon.
4. Let them read the word.
5. Cut up a similar word - card in the single letters and; let the children match the letters to the word. (Visual Discrimination)
6. Let the children find the letters on an alphabet chart. (Visual Discrimination).
7. Place word card in pocket chart "Words We Can Read".
8. Use it as a flash - chart for quick recognition.

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