

GOOD YEAR BOOKS

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Little Books

from



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and **Jana M. Mason**

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GOOD YEAR BOOKS

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Introduction

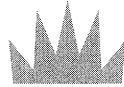
Letter recognition and the **phonemic awareness** skill of connecting printed letters with their sounds (e.g., the words *milk* and *mop* begin with the same sound /m/, and the letter *m* represents that sound) are widely recognized as important predictors of individual differences in learning to read. *Little Books from A to Z* encourages success with these skills.

Within this book are **26 Little Books**, one for each letter of the alphabet.

Styled upon the **successful format** of *Little Books* (published in 1990 by Good Year Books), *Little Books from A to Z* presents a few words of text on each page with an illustration that clearly depicts the text.

The **simplicity of the text** allows children to recite the text after an introduction and model reading by the teacher. *Little Books from A to Z* is intended to supplement other class activities for the letters and **may be used in any order**. They are intended to be introduced during letter instruction and then given to each child to keep and use at home.

Many easy books on the market, including the aforementioned *Little Books*, emphasize a holistic approach to the early stages of reading. However, *Little Books from A to Z* helps children to begin to realize the **link between a letter and its sound(s)** and fosters skills closely related to systematic reading instruction. For example, each Little Book emphasizes a specific letter sound at the beginning of words. Children are then encouraged to remember the specific words of the text for each book and develop awareness that most of the words in each Little Book begin with a specific letter.



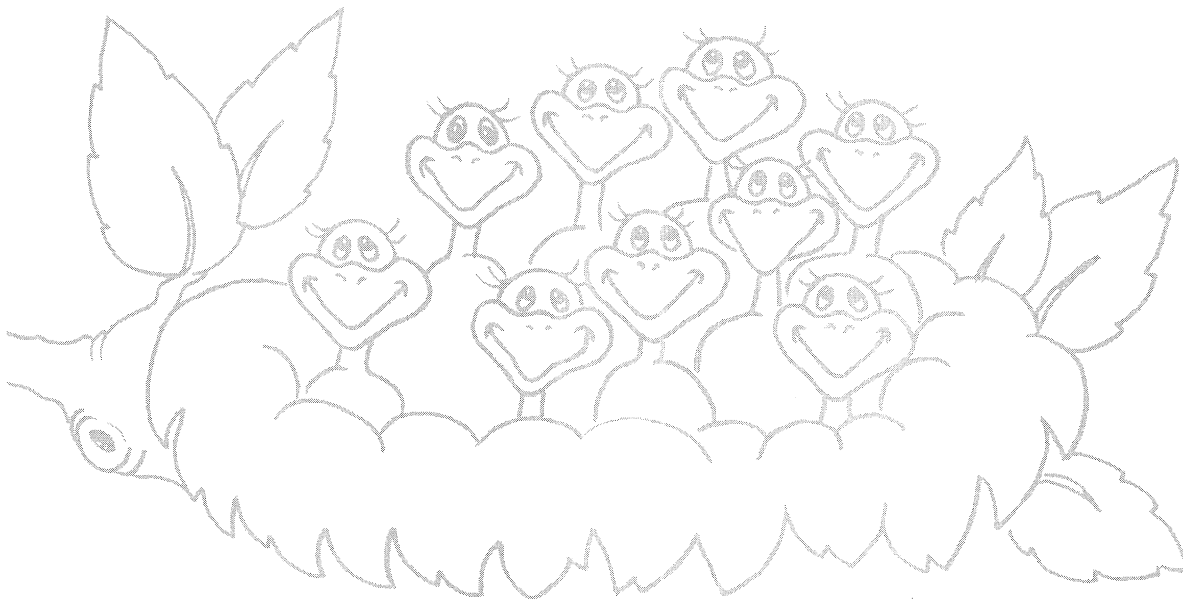
Procedures

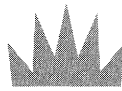
Getting Ready for the Lessons

Present *Little Books from A to Z* in the same sequence that you introduce or review the letters of the alphabet. Using a Little Book at the conclusion of your other activities for a letter is probably best, when children can use the book as a **review or culminating activity**. Each book may be introduced to the entire group or to smaller groups of children—for example, as a center activity.

Be sure to preread each Little Book before presenting it to children. You may want to spend a few minutes discussing words from the text that may be unfamiliar to the children before introducing the Little Book to them.

When you are ready to introduce a Little Book, tell children that you have a Little Book for the letter ____ and that they will later be given a copy to keep and use at home. Plan to spend about 10 minutes with each book.





Preparing the Little Books in This Resource for Use

Notice that pages for two Little Books appear on each page in the Little Book section of this resource. This format allows easy photocopying and assembly of the teacher's and children's copies. **By photocopying a set of six full pages, two Little Books will be formed in their correct sequence.** Remember to make at least one set of Little Books as a group copy for introduction of the books and one copy for each child, if possible.

To prepare the copies, follow these instructions.

1. Remove six perforated pages, which form two complete books, or press the book flat on the copier and copy the six pages.
2. To make more copies of these two Little Books, use these perforated pages or the copied pages as your master, and then copy and collate.
3. Cut the pages horizontally, resulting in two complete books.
4. Staple the left side twice on each book.

You may wish to make an enlarged group copy if you are introducing the Little Book to a group. Laminating this copy will make it sturdier.



Using the Books

Opening

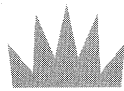
Arrange the children in front of you, in a semicircle if the group is small or in rows if the group is large. Hold the Little Book so that everyone can see it; making an enlarged group copy will make this easier. Begin the lesson by showing the children the title page of the Little Book and saying that you will be helping them to read a book for the letter _____. Then say, “This book’s title is *My Little _____ Book*” and underline the words with your finger. Explain that many of the words in this book will begin with the letter _____. You may want to point out that the picture on the title page represents a word that begins with that letter’s sound.

Modeling and Tryouts

Read the text aloud to the children in a clear and animated voice. Use your finger to underline the print as you read. After the first reading, the children may have questions about some of the words or pictures. You may want to take a few minutes to talk about what is happening in the “story” or to explain that it’s just a fun book for the letter _____.

Then read through the book a second time, again using your voice to animate the “story line” and underlining the text with your finger as you read.

After you have read the book twice, have children read the story with you. If you hear words that do not match the text, you may need to model those words again. Have the children (individually or by row) read a page of the Little Book. Always respond positively to the children’s attempts at reading the words.



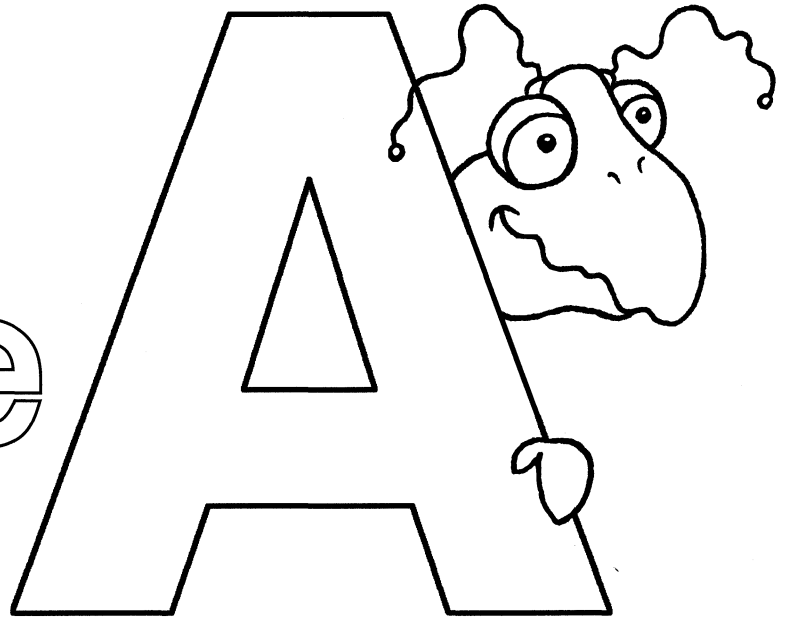
Closing

Conclude each presentation of a Little Book with a reminder that the story uses words that begin with the letter _____. You may want to talk about objects in the classroom that begin with the same letter. You may also want to reread a book for a letter already introduced in class.

As you end a session, remind children where the new book will be placed in the classroom so that they can look at it and read it later. Also remind them of your procedure for taking home a copy of the Little Book.

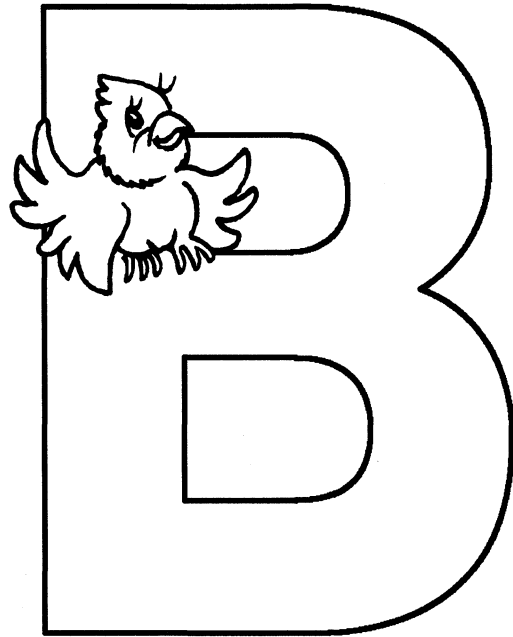


My
Little

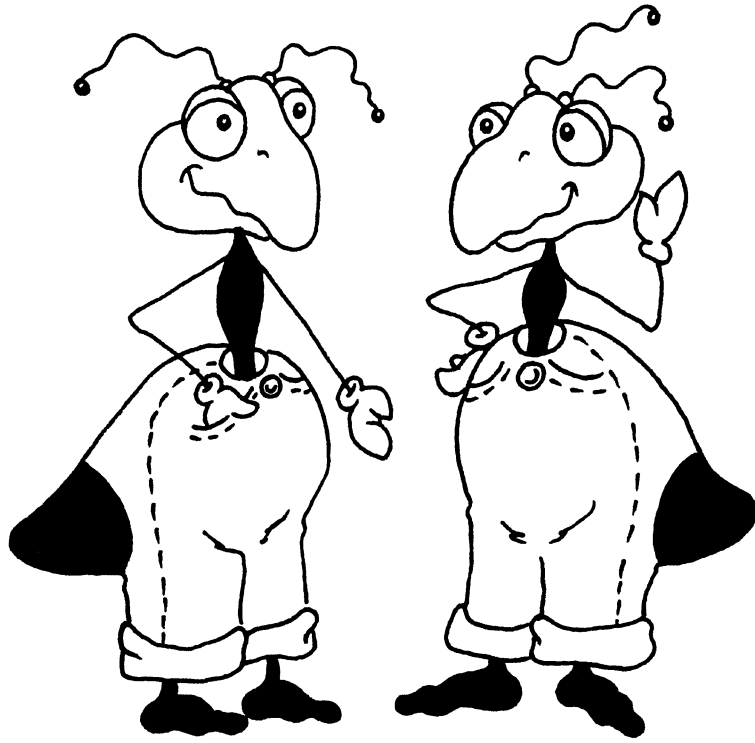


Book

My
Little



Book



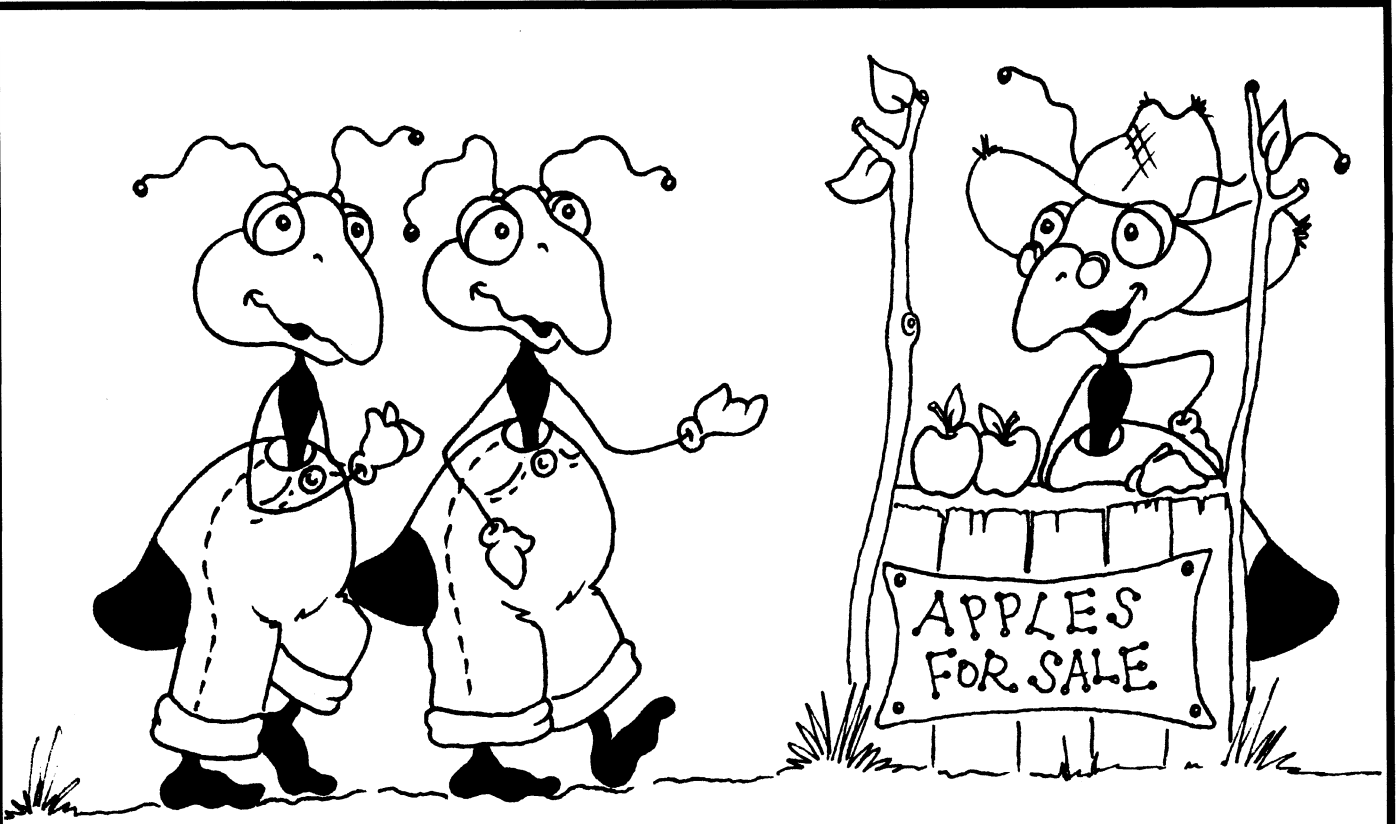
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Ants in pants

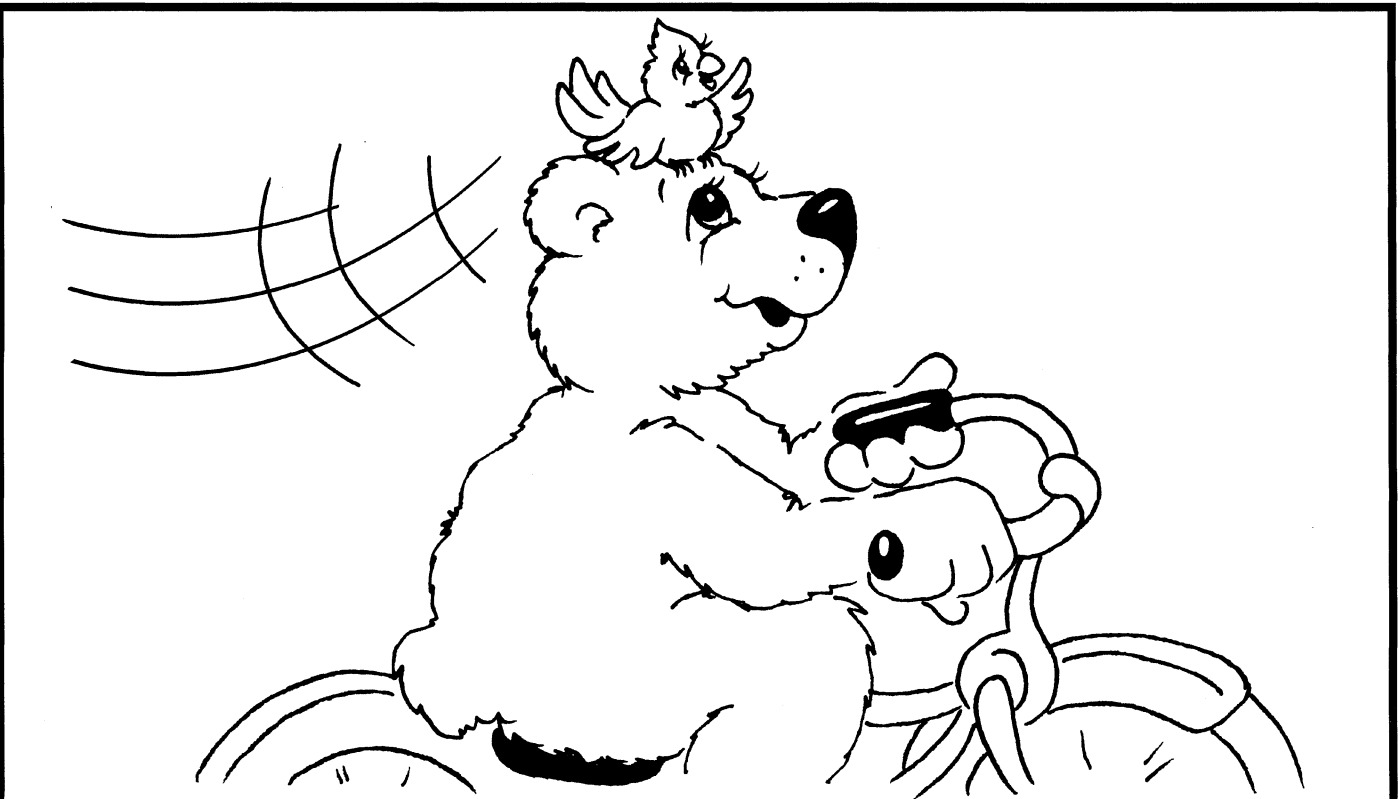


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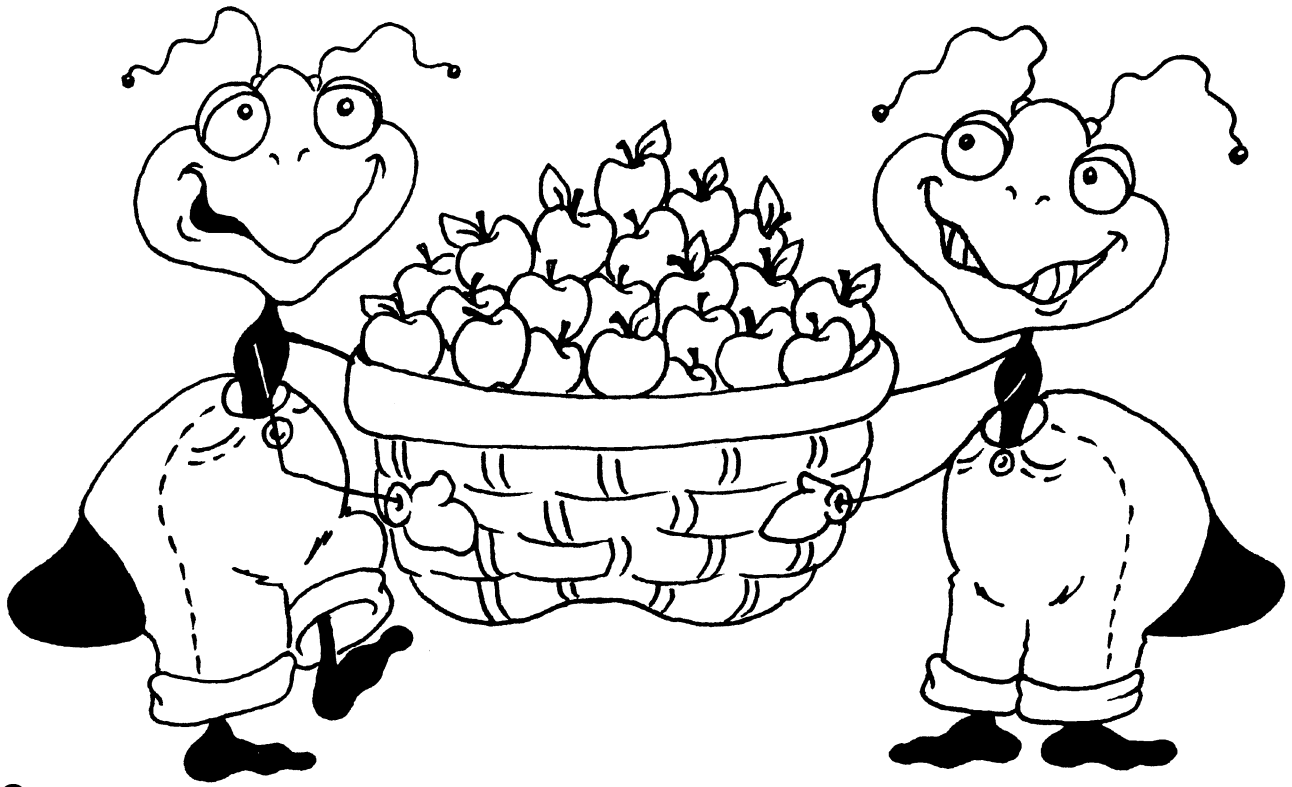
Bear on bike.



ask for apples.



Bird on bear.



3

A lot of apples.



3

Bumpity-bump.