

EDUCATORS' GUIDE

Great Books for Emergent Readers



Art © 2018 by Fiona Woodcock

How do we inspire young children to develop a lifelong love of reading?

Providing them with outstanding books for their earliest reading experiences is a great start! Emergent readers are drawn to texts that feature lively characters and colorful, appealing illustrations. Rhyme, repetition, and humor also capture the attention of young children.

There are many ways to share books with our youngest readers. The story can be read aloud to the children or read alongside them. When teachers read the books aloud, they should engage the children by reading expressively and fluently, modelling smooth and natural reading. As they read, teachers should pause to ask the children questions about the story: What is the character doing? What do you think she or he is feeling? What do you think will happen next?

Emergent readers should interact with a book in various ways. In their classroom, they can read the book in a small guided reading group. They can also read it with a partner or read it independently. Rereading texts increases reading fluency and comprehension, so children should be encouraged to read a book multiple times.

Before the children read a new book, the teacher can introduce high-frequency sight words as well as longer, unfamiliar words from the text by writing them on cards. The teacher can also take the children on a pre-reading “picture walk,” turning the pages and discussing what is happening in the illustrations. This will give the children context to support them when they read the book independently.

The books in this guide are perfect choices to share with the youngest readers to kick off the exciting journey of learning how to read!





LOOK

by Fiona Woodcock



GREAT FOR TEACHING:

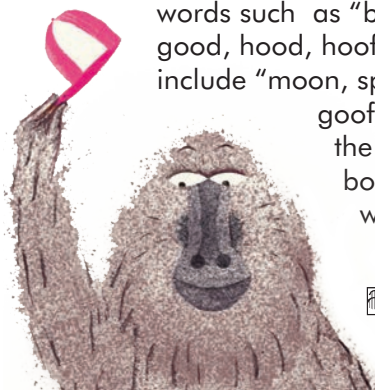
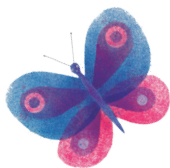
Diphthong (vowel team) "oo" • Identifying shapes
Developing vocabulary

BOOKTALK

What do you see when you go to the zoo? And what do you see in the word "zoo"? Every word in this story contains the vowel team "oo," and if you look carefully, every picture does too! See if you can find them all as you read this book!

READ-ALoud QUESTIONS

- What time of day is it when the story begins? How can you tell?
- What animals do the children see at the zoo?
- What happens to the boy's ice cream? How do you know?
- Describe the children's day. What did they do in the morning, in the afternoon, and in the evening?
- What does the "oo" word on each page mean?
- What shape is the letter "o"? How did the author/illustrator include two circles in every picture?



EXTENSION ACTIVITIES

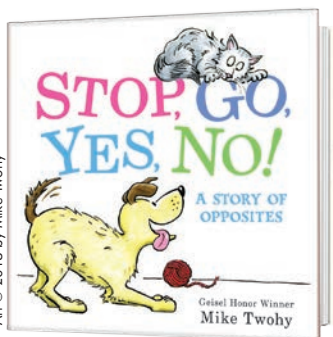
It's a Zoo!

Create a list of zoo animals with the class. Then ask some students to design a zoo backdrop on a large piece of roll paper. Have the other students choose a zoo animal to draw, cut out, decorate (with glitter, buttons, etc.), and glue onto the roll paper to create a colorful zoo mural. Pieces may be affixed to the mural with doubled pieces of tape to make them pop out from the background, giving the mural a three-dimensional quality.

Look, a List!

Discuss the fact that the "oo" vowel team makes two different sounds ("oo" as in "book" and "oo" as in "moon"). Split the class in half and have each group create a list of words that contain one of those sounds. (One group's list can include words such as "book, hook, look, cook, good, hood, hoof," while the other might include "moon, spoon, cool, school, goof, zoom, boom.") After the lists are created, share both groups' word lists with the whole class.





STOP, GO, YES, NO!

by Mike Twohy

GREAT FOR TEACHING:

Antonyms • Making inferences • Character traits

BOOKTALK

Can a dog and a cat be friends? This dog thinks so, and he will try anything to capture this kitty's attention! When the cat is asleep, the dog is awake, and while the cat wants to rest, the dog wants to play. They are as opposite as can be, but friendship can blossom between even the most unlikely pairs, and this persistent puppy refuses to give up!



READ-ALoud QUESTIONS

- What do you notice about the words in the title "Stop, Go, Yes, No"? What does it mean to be opposite?
- How can you tell that the dog wants to be friends with the cat? What does he do to let the cat know? How does the cat respond?
- Look carefully at each page. How can you tell what is happening? How do you know how the cat is feeling?
- What words would you use to describe the cat and the dog?
- Do you think there might be a better way for the dog to approach the cat? What suggestions would you have for the dog?
- How does the story end?

EXTENSION ACTIVITIES

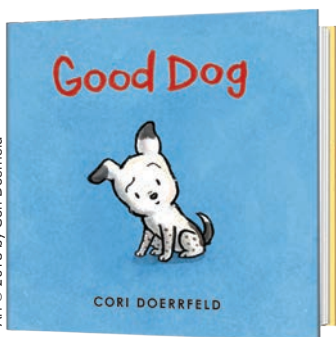
Badge of Friendship.

Celebrate friendship in the classroom by having the students design friendship badges for each other. Provide each student with an award ribbon template and a classmate's name to ensure that everyone in the class will receive a friendship badge. Help the students

write their friend's name on the ribbon along with a brief description of the award (e.g., "Most Helpful Friend" or "Best Artist"). Have the students decorate the badge before presenting it to their friend.

Opposites Attract.

List the opposites from the story on a chart and review them with the class. Using the list, have the class create a concentration (or memory) game. Give each student an index card and assign them a word from the list to write and illustrate on the card. When the cards are ready, mix them together into a deck and place them face down in rows of 5 or 6 cards. To play, students take turns flipping over two cards, trying to find opposites that match (e.g., "wet" and "dry"). If the two cards match, the student keeps the cards. If the cards don't match, the student turns them back over. All players must "concentrate" to remember where the cards are. The person with the most matches wins!



GOOD DOG

by Cori Doerrfeld

GREAT FOR TEACHING:

Story elements and retelling • Making inferences
Vocabulary

BOOKTALK

All this little stray dog wants is to find a home and someone who loves him. When he meets a kind girl and follows her to town, he gets into lots of trouble. But in the end, this good dog is able to save the day and find a family to call his own.

READ-ALoud QUESTIONS

- What is a stray dog? Have you ever seen stray animals near your home?
- What happens at the beginning of the story?
- What happens at the park? What does the dog find?
- Why does the author say the dog is brave? Patient? Thoughtful?
- Toward the end of the book, why is the little girl crying?
- How does the dog save the day?
- How does the story end?



EXTENSION ACTIVITIES

It's a Dog's Life.

List and define the words that the author uses to describe the dog (scared, lonely, hungry, sad, hopeful, happy, smart, brave, patient, thoughtful, careful, gentle, loyal, friendly, loving). Ask the students to choose a word from the list and write a story about a time when they felt that emotion and illustrate it. Young children can draw a picture only and share it with a partner.

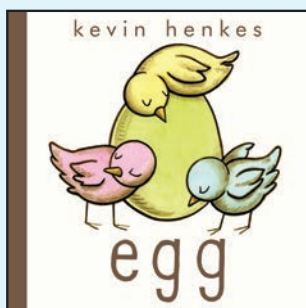
Speak Up!

Discuss how the sparse dialogue in this story is conveyed only using speech bubbles. Then give the students a story strip template (a page with 3 or 4 large boxes or frames) and ask them to create their own story in which two characters speak to each other. Each frame should show the characters' dialogue using speech bubbles.

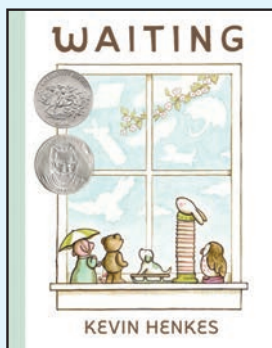
HARPER

An Imprint of HarperCollinsPublishers

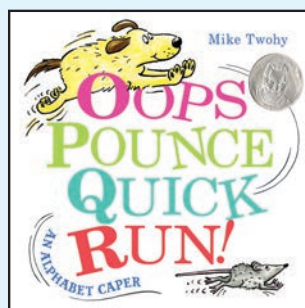
More great books for EMERGENT READERS



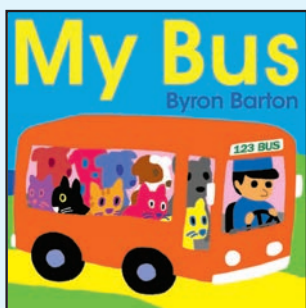
EGG
Kevin Henkes



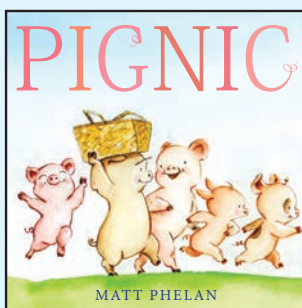
WAITING
Kevin Henkes



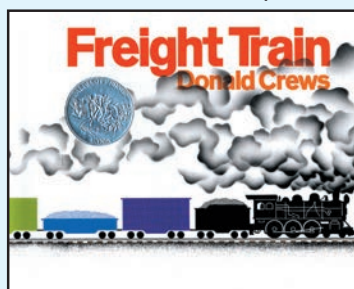
OOPS, PONCE,
QUICK, RUN!
Mike Twohy



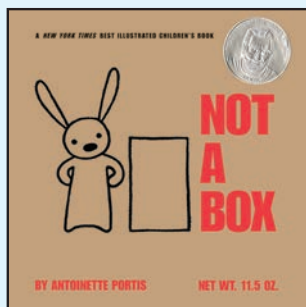
MY BUS
Byron Barton



PIGNIC
Matt Phelan



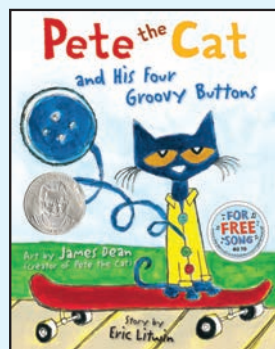
FREIGHT TRAIN
Donald Crews



NOT A BOX
Antoinette Portis



WHAT THIS STORY NEEDS
IS A PIG IN A WIG
Emma J. Virján



PETE THE CAT AND HIS
FOUR GROOVY BUTTONS
Eric Litwin; Illus. James Dean