

Emergent Reader Mini-Books Pack

by Amanda Post

Introduction

The mini-books in this pack were created especially for one of my struggling first grade readers. He loves cars and sports and telling about the places he wants to go. It is my hope that one of your little emerging readers will enjoy them as well. 😊

Each mini-book contains simple text with black and white illustrations for students to color. Print and reproduce these books for students to use at home or school. The pages are designed so that most students will be able to put them together with minimal assistance.

Contents

The following reproducible pages can easily be assembled into four student mini-books:

<u>Pages</u>	<u>Book Title</u>	<u>High Frequency Word(s)</u>
4 - 7	I See A Car	[color words], I, see, a
8 - 11	I Went Fishing	[color words], I, went, a
12 - 15	I Like Sports	I, like, to, play
16 - 19	Places I Can Go	I, can, go, to, in, a

Bonus Pages - The outlines/patterns can be used for making shape books, stationery, etc.

20 - 21	High Frequency Words
22 - 26	Baseball & Football Outlines

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Tips for Printing

* Adobe Acrobat Reader will often have the option "Fit to Page" checked by default. Unchecking this will usually result in a better printout. You may want to experiment with this.

* If pages are printing without the images, your computer may be low on memory or resources. Restart your computer and try printing again. You might also need to check the "Print as Image" option.

How to Assemble Student Mini-Books

To produce books for several students, it is recommended that you make double-sided photocopies of the pages after printing. The pages are designed to be copied front to back. To assemble, students just cut along the line on each page, order the pages, and staple. Double-sided photocopies require less paper per book and less cutting! You can, however, photocopy the pages onto separate pieces of paper, if you prefer.

If you want to create a sturdier cover, you can use a sheet of construction paper. Just staple halves of the construction paper before and after the photocopied pages of the book. You can then write the title of the book on the construction paper cover. Page 1 of the mini-book will serve as the title page.

Using the Mini-Books

These books are designed for students just beginning to read. The same pattern is repeated on each page so the student can be successful. Small group or individual instruction is ideal when working with these mini-books. Remember to be PATIENT and POSITIVE with beginning readers. You will be shaping their attitudes toward reading.

*** Other Mini-Book Packs Are Available! ***

Visit store.atozteacherstuff.com to find our complete collection of mini-books packs available for immediate download! If you suggestions for future books or would like to share your experiences and feedback, I'd love to hear from you! Please email me: amanda@atozteacherstuff.com

General Reading Activities

- * Before reading, look at the pictures and conduct a brief discussion.
- * I See A Car & I Went Fishing - Locate the color words in the text and have the student color the pictures before reading.
- * Begin by reading the story aloud to the children while they follow along with their pointer fingers.
- * Demonstrate how to use the index finger to point to each word as it is read. It is important to point at each word separately. (Don't just drag the finger along the line.)
- * When you read the story again, start with the first page and see if the children can read the following pages without your help. During subsequent readings, the children will become increasingly independent.
- * Provide opportunities for students to read the books again and again for reinforcement. Challenge them to read to a partner and have their partner read it back.
- * Have children identify sounds, letters, and high frequency words in the book.
 - o Demonstrate how to 'frame' words by putting your index fingers at the beginning and end of a word.
 - o Ask children to frame a high frequency word in the book. "Frame the word *can*."
 - o Frame letters.
 - o Frame words that start with the same sound as _____.
 - o Count how many times *see* (or another high frequency word) appears in the book.
 - o Frame a word that starts with the letter _____.
- * Follow up with activities to reinforce a high frequency word in the book:
 - o If provided, use the space in the book to write or draw. If the word appears on the back, have the child write the word in the space.
 - o Provide magnetic letters for the word and have the child put them in the correct order.
 - o Have the child write the word on a mini-white board, erase, write it again, etc. Cover the word and try to write it from memory.
 - o Spread shaving cream on the desk or table. Have the child write the word with his or her finger.
- * Be creative and flexible to meet the needs of your particular students!

I See A Car

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I see a blue car.

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