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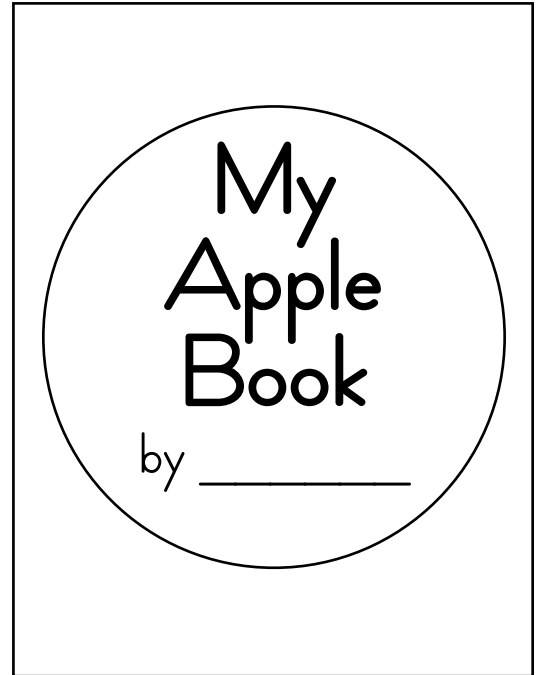
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Making the Book (cont.)

PUTTING IT ALL TOGETHER

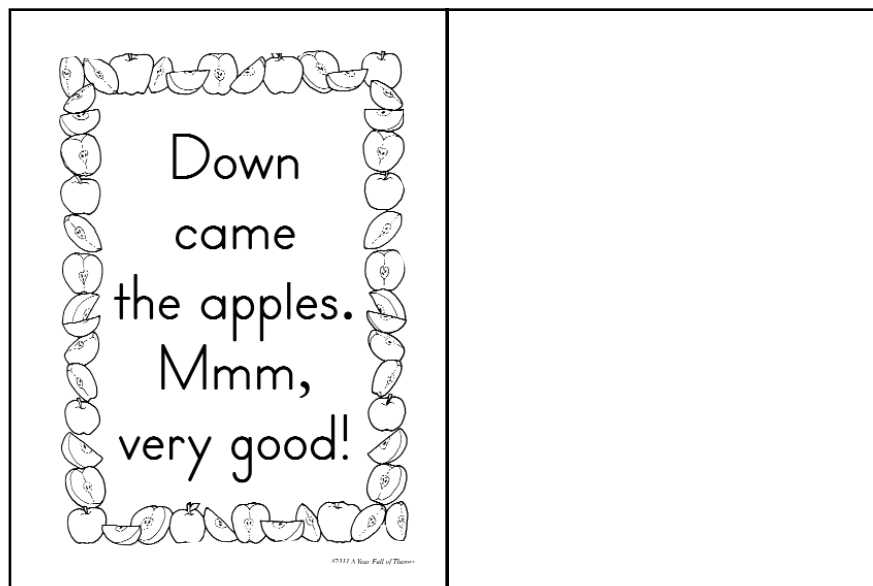
During circle time, review the “Apple Tree” song/fingerplay, as you show sample art for each page. Tell the children their books need a title. Ask students to brainstorm a list of titles as you write them on the chalkboard. Invite the children to vote for the title they like best.

Take out the printed red papers done on the easel (page 23). On a piece of white copier paper, neatly print or use a computer to print out the title that the class has chosen. Make sure the letters of the title fit into the hole in the red construction paper. Reproduce this title page, making enough copies for every book. Glue each copy onto the backside of the cover page with the words showing through the hole. If you prefer, you can reproduce the title page (page 38) that has been provided in this book. Assemble the books by placing the pages in order and stapling along the left side of each.



Reproduce the text for the “Apple Tree” song/fingerplay (pages 39–42) for students. For each book, glue the text onto the page that is opposite the illustration. For page one, glue the text right on top of the existing title sheet.

Although the children will need help with placing the pages in the correct order, this is an activity where the children can probably do the gluing by themselves. Initially it may take some time to teach them proper gluing techniques, but they will soon get the hang of it. Glue sticks or glue bottles with roll-on-balls or sponges work well for little hands. Teach the children to glide the glue around the perimeter of the paper. After each page is glued on, you may want to point to each word as you read it aloud. This will help to visually reinforce the words they already know by heart.



Additional Activities (cont.)

Music/Movement/Language

Musical Monster Feet

This activity is played the same way as musical chairs, only instead of sitting on chairs, the children stand on monster feet. This game can be played without losers. Just like musical chairs, a monster foot is taken away after each musical play. Even though there are fewer monster feet, you can still include every child in the game. Have each student not standing on a monster foot touch the actual foot of someone who is already standing on a monster foot.

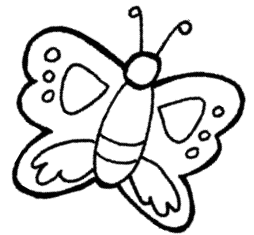
Note: If you find that children are taking too long trying to decide whose foot they want to touch, try telling them that they only have three seconds. When the music stops, start counting. Depending on the situation, you may want to count faster or slower.

Caterpillar/Butterfly/Monster Dancing

Play music with varying tempos and encourage students to dance like caterpillars, butterflies, and/or monsters.

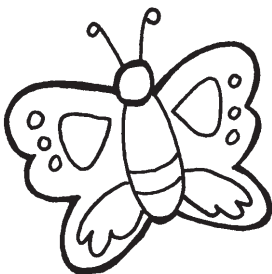
Follow the Butterfly

If possible obtain a clean, old, stretchy, child-sized long-sleeved shirt. Cut off the sleeves. As an alternative you can cut off the toes from a clean pair of old socks. Cut two pieces of lightweight fabric, like the kind used for curtain sheers, and attach a piece of cloth to each sleeve or sock. You now have butterfly wings. If you can obtain two old square scarves, they also make lovely wings. Instead of sewing, try using a hot glue gun. Choose a leader. The leader inserts his/her arms into the sleeves/socks to become a butterfly and “flies” around the classroom. The other students follow the leader, mimicking his/her movements. Have the children take turns being the leader.



Metamorphosis

Using the butterfly wings described above, have a child pretend to be inside a chrysalis by curling up into a ball and tucking in his/her wings. The rest of the class sings the following song. When the last line is sung, the child can pop out of the chrysalis and pretend to be a butterfly fluttering around. The rest of the class can clap when the word *out* is sung.



Out Comes a Butterfly

Sing to the tune of “Pop Goes the Weasel.”

I see a chrysalis,
Hanging up high.
When it is ready,
Out comes a butterfly.

