



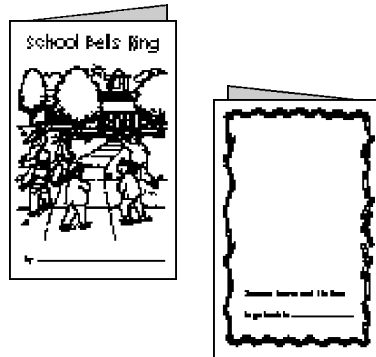
Getting Started with Write & Read Books

When introducing a mini-book, it is beneficial to create a completed sample to show the class. By reading through your book and pointing out all the steps you took, you help children feel comfortable when they create their own mini-books.

The books have been designed for ease of assembly. See the detailed instructions below. It is best to assemble the books together as a class. Of course, you might want to assemble the books yourself, depending on the time of year and the level of children.

Assembling the Books

1. Copy the pages for books on standard 8½-inch by 11-inch paper, making the pages single-sided.
2. Fold the front cover/back cover in half along the dashed line, keeping the fold to the left side.
3. Fold each inner page in half, keeping the fold to the right side.
4. Place the inner pages inside the cover and staple three times along the spine.



School Bells Ring

SEPTEMBER pages 19–22

Purpose

Children focus on the transition from summer to the school year. Children review school-related vocabulary.



Strategies for Starting

Talk about the changes from summer vacation to back-to-school routines. Ask: *What was different in your home this morning compared to mornings in the summer? Was there a difference in your after-dinner activities last night compared with before school started? Was your bedtime last night earlier or later than your bedtime before school started? Did you feel different this morning than in the summer?* Invite children to note what else has changed or not changed in their daily routine and lifestyle. Perhaps make a chart comparing things that are different and things that are the same.

Introduce the Book

Display the model book that you made. Read it aloud to the class. Explore other possibilities for filling in the missing words. You may want to brainstorm as a group a list of possible responses for each page. Write children's ideas on the board for children to refer to as they make their books.



Encourage children to personalize their books according to their feelings about the start of the school year.

Make the Book

Duplicate and pass out pages 19–22 of this book. Either preassemble the books or help children assemble their books. Stress the importance of drawing illustrations that match the text. Remind children to include their names on the cover. Refer to the introduction for suggestions on how to support children who need extra help.

Share the Book

Invite children to take turns reading their books aloud to the class. Encourage one-to-one word correspondence. Send the books home along with the letter on page 18. When children return their books, add them to a back-to-school display. The names printed on the front covers will allow children to become familiar with the spelling of one another’s names.

Beyond the Book

You may choose to elaborate on these topics:

- forming possessive nouns (such as “My teacher’s name is . . .”)
- comparing and contrasting (favorite/least favorite)
- deciding what makes something special

.....
TEACHING TIP: This book is a great way to get to know about your students at the start of the school year!
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Autumn

SEPTEMBER pages 23–26

Purpose

Children observe the seasonal changes of autumn.

Strategies for Starting

Talk about the leaves changing color and make a list of autumn color words. Encourage seasonal awareness by asking: *What are the four seasons? What season is it now? What are some of the special features of autumn? What are some of the changes that we observe? What do you like about autumn?*

Introduce the Book

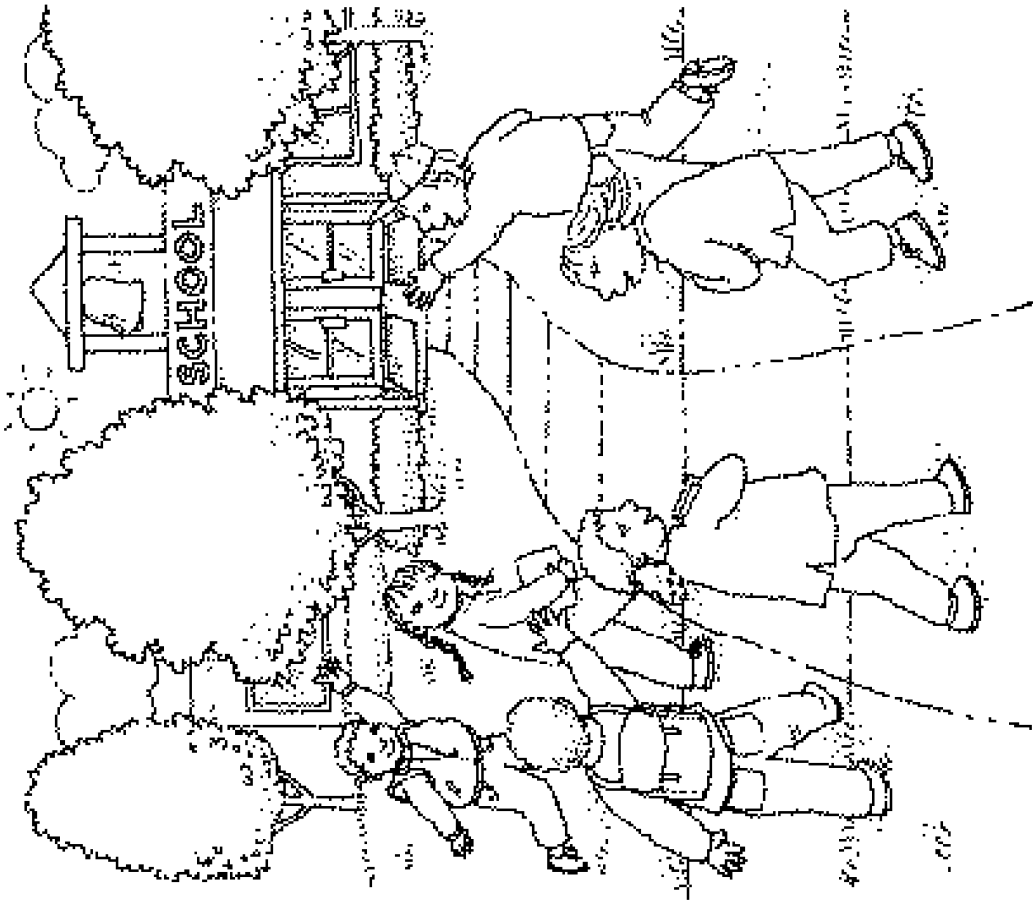
Display the model book you have made. As you read it aloud, emphasize the phrase “I see _____” Let children guess the ends of sentences based on the illustrations. Discuss the meaning of the words *observe* and *observation*. Explain that children will observe the changes that take place during autumn and will record their observations in their books.

Make the Book

Duplicate and distribute pages 23–26 of this book. Either preassemble the books or help children assemble their books. Discuss the relationship of pictures to print. Explain that pictures can be valuable clues to figuring out words. To demonstrate this idea, you could compare a picture book without words and a picture book with simple text and rich illustrations. Explain that the words children write in their books should match the pictures. Invite children to draw a picture of themselves on the cover. On the last page, have them illustrate their favorite part of autumn.



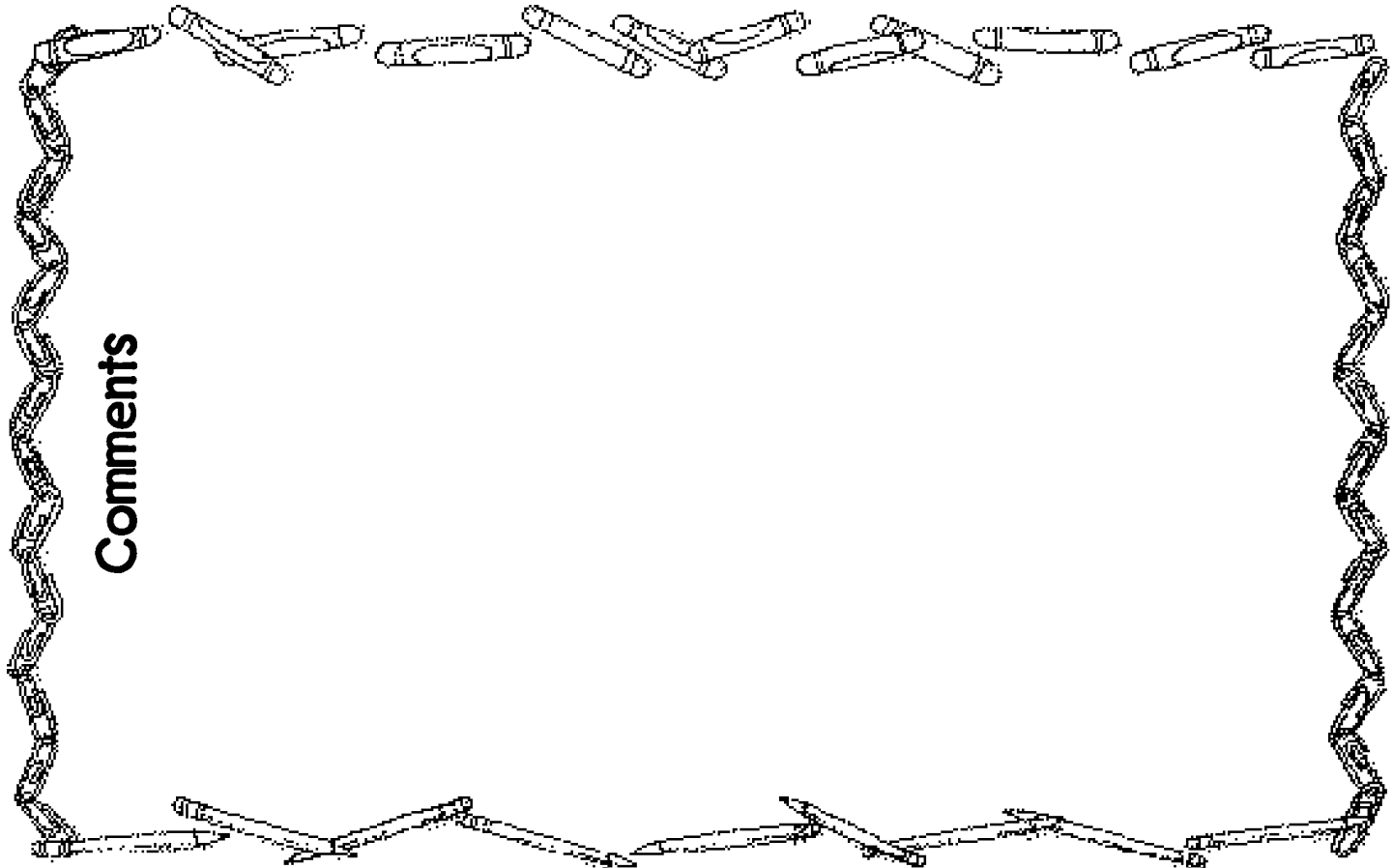
School Bells Ring

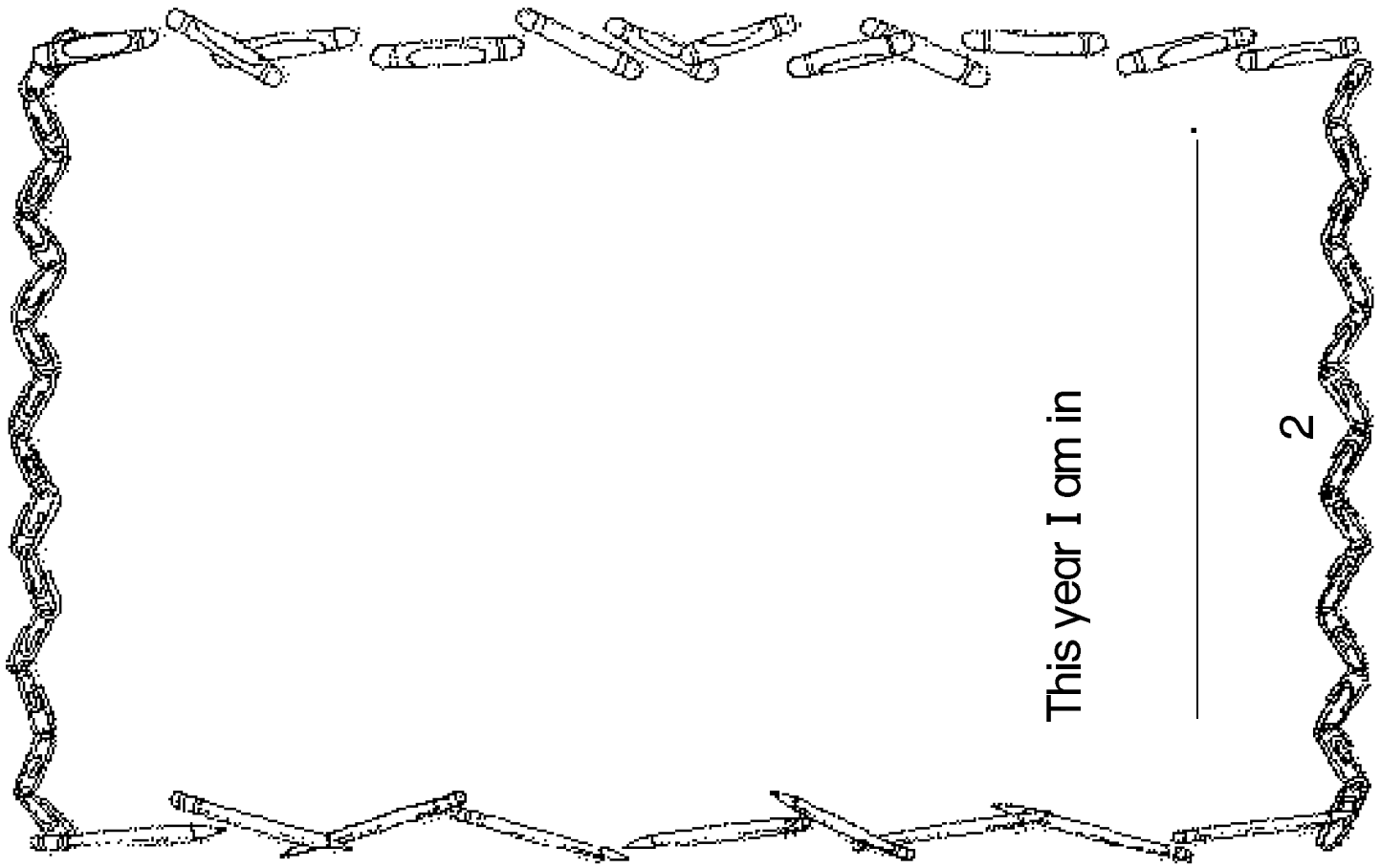


by _____

Month-by-Month Write & Read Books Scholastic Professional Books

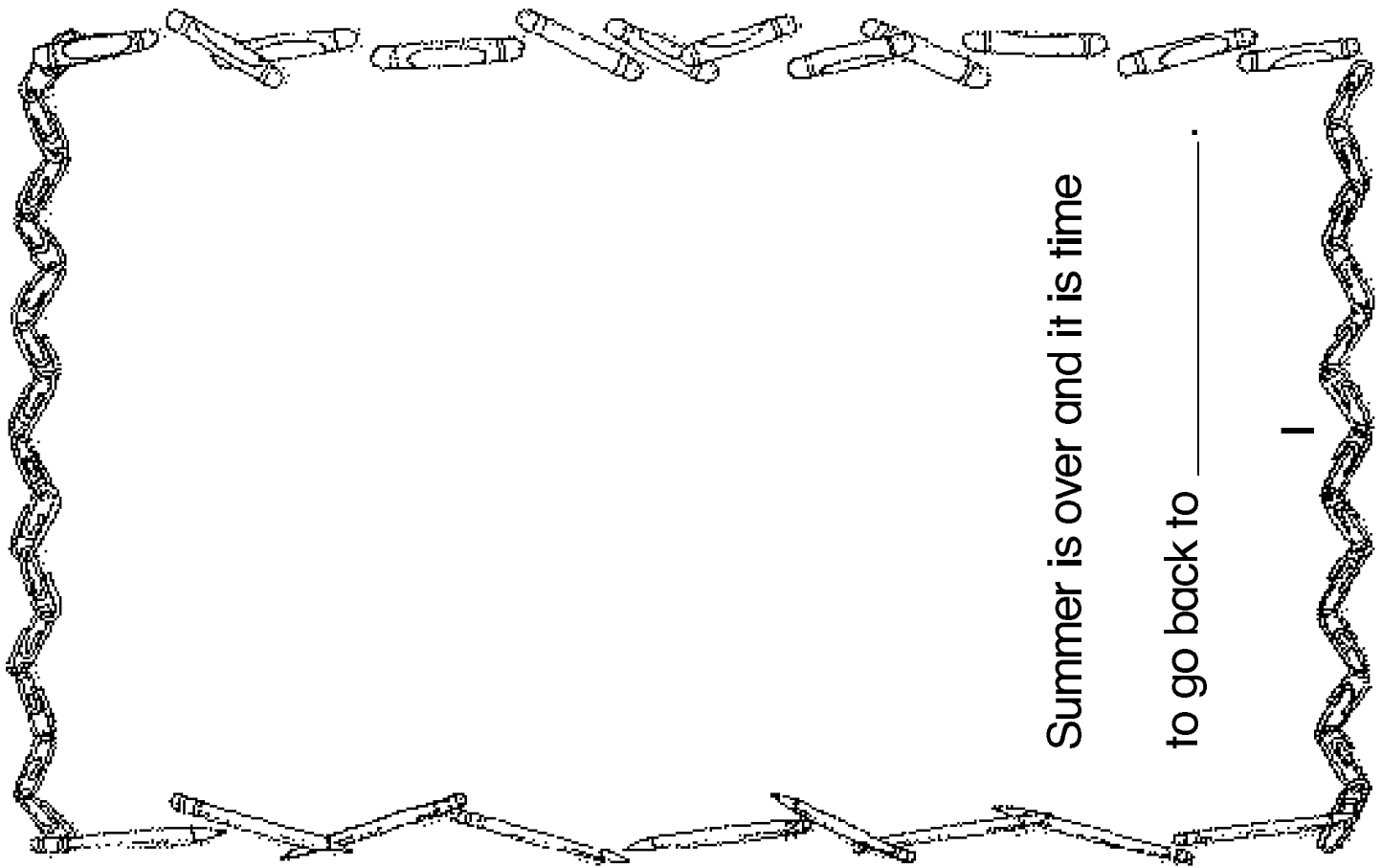
Comments





This year I am in _____

2



Summer is over and it is time

to go back to _____

1



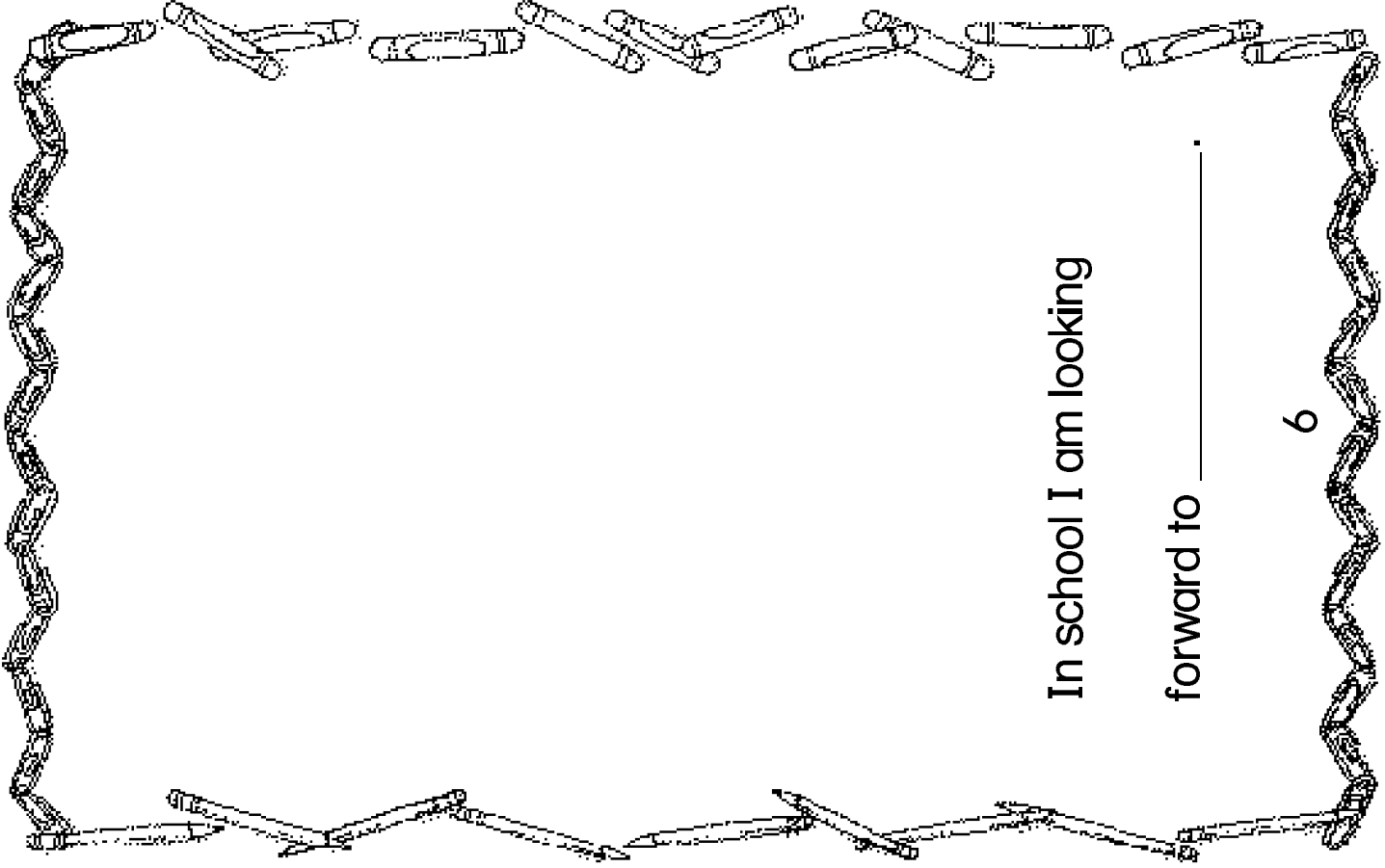
My favorite part of school is _____

4



In school we learn to _____ and _____

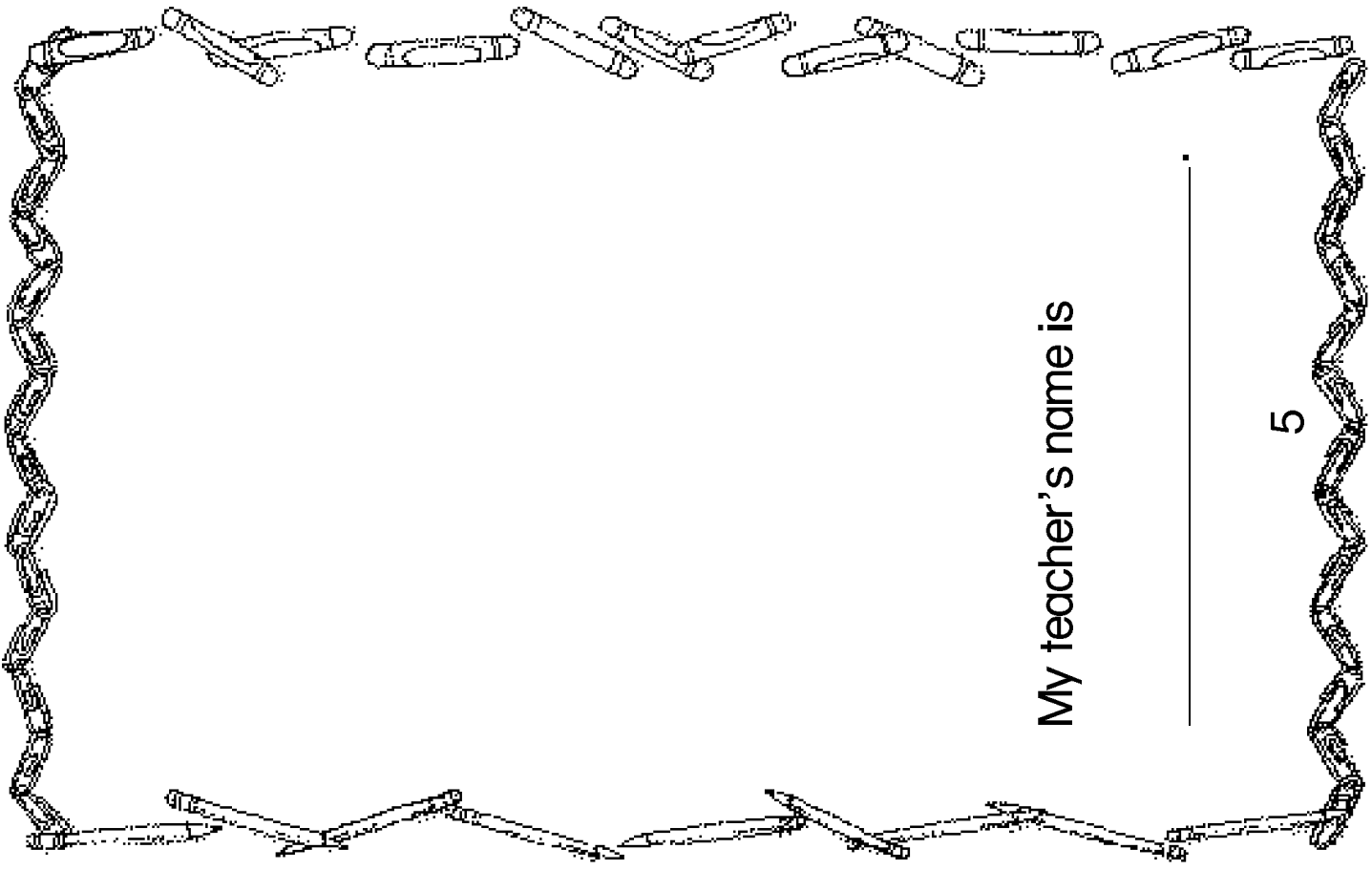
3



In school I am looking

forward to _____.

6



My teacher's name is

_____.

5