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RENZ1032**



***For Years 1 - 2***

**Book 1**

***Book-A-Week***

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# Introduction

The “strip books” in these *Book-a-Week* photocopy masters have been created to help early learners, as well as children with reading difficulties, learn to read and experience success at reading. The books are aimed at lower primary but can be used across all year levels in the primary school.

There is one strip book for each week of the school year and themes such as Christmas, Easter, Mother’s Day and Father’s Day are covered. The books are sequenced to start with the introduction of simple, basic sight words and move towards more challenging and complex words as the children develop their reading skills. Each strip book has an optional follow-up work sheet that can be used to help consolidate the comprehension and understanding of each of the books.

Educational benefits of the strip books include:

- ◆ excellent class reading resource;
- ◆ teaches concepts of print, directionality and spacing of words;
- ◆ introduces and reinforces sight words;
- ◆ teaches children to use picture clues when reading;
- ◆ teaches children to use phonic clues, e.g. what does a word start with?
- ◆ teaches basic sentence structure;
- ◆ can be used to teach nouns, verbs and adjectives;
- ◆ can be used to teach punctuation, e.g. full stops, question marks, exclamation marks and speech marks;
- ◆ great resource for shared reading;
- ◆ can be used to teach expression;
- ◆ can be used as story starters for story writing;
- ◆ good readers for fluency;
- ◆ inexpensive home reading resource.

It is recommended that when teachers photocopy the strip books they enlarge each page to fit onto A3 size paper to prevent visual and fine motor difficulties that some children may experience if using the size presented here.

Children should be encouraged to trace the sentences in each story, copy each sentence, colour each picture and when possible, write their own story associated with each book. Many educational tasks can be developed from each of the books that will suit the individual needs of the children in your class, across all key learning areas.

The template at the back of each book has been included to allow teachers/children to make up their own “strip book”.

Teachers can also enlarge each strip book page and join them all together in a Big Book that can be used as a teaching resource for shared guided reading.

Toni McRae

# Instructions for Use

1. Teachers photocopy “strip” sheet onto A3 paper.
2. Students cut the page into strips.



3. Students read and trace the text and then copy the text in the space underneath.



4. Students staple the strips together to create the book and then colour in the pictures.

5. Students read the text as a book using pictures as visual cues.
6. The corresponding facing activities page can be used for consolidation and revision of skills.



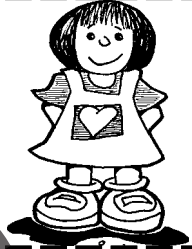
Name: \_\_\_\_\_

I am ..

I am a boy.



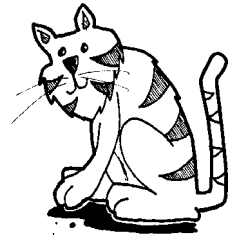
I am a girl.



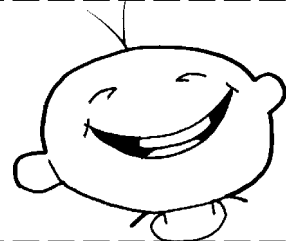
I am a dog.



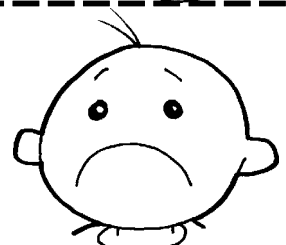
I am a cat.



I am happy.



I am sad.



I am .....

Name: \_\_\_\_\_

I am ...

Read the sentence and fill in the missing word.

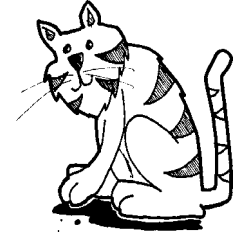
I am a \_\_\_\_\_.



I \_\_\_\_\_ a girl.



\_\_\_\_\_ am a dog.



I am \_\_\_\_\_ cat.

I

a

boy

am

Read the sentence, then draw the picture.

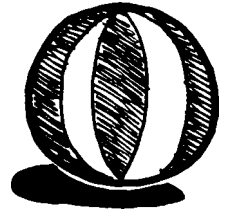
I am happy.

I am sad.

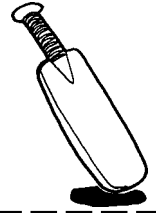
I have ..

Name: \_\_\_\_\_

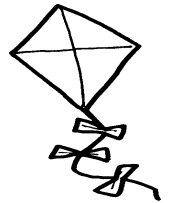
I have a ball.



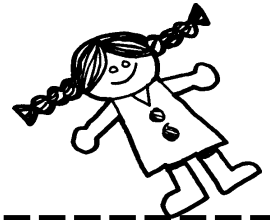
I have a bat.



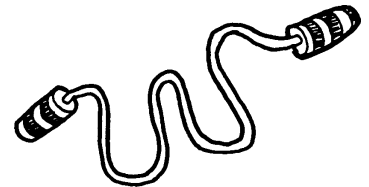
I have a kite.



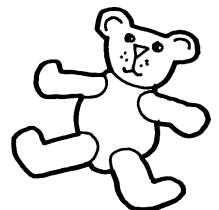
I have a doll.



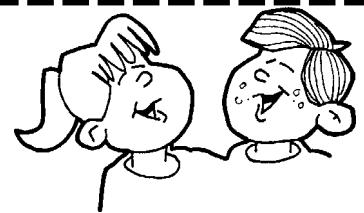
I have a skipping rope.



I have a teddy bear.



Toys are fun.



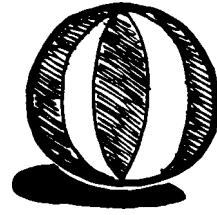
☆ Write about your favourite toy.

Name: \_\_\_\_\_

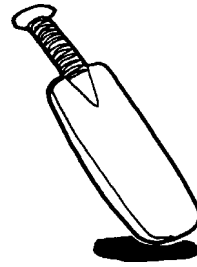
I have ...

Read the sentence and fill in the missing words.

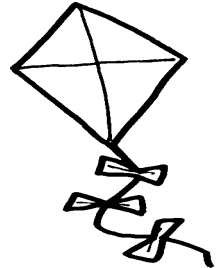
I \_\_\_\_\_ a ball.



I have \_\_\_\_\_ bat.



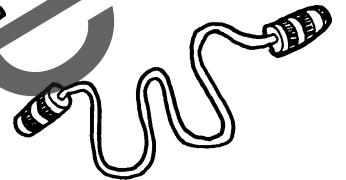
I have a \_\_\_\_\_.



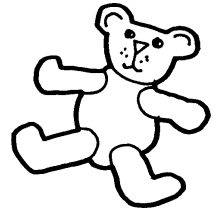
\_\_\_\_\_ have a doll.



I have a \_\_\_\_\_ rope.



I have a teddy \_\_\_\_\_.



bear I have a kite skipping

Draw a picture of something you have and write a story about it.

I have a \_\_\_\_\_