BIG BROWN BOOKS, BABY BAG BOOKS AND BEYOND

Grade Level: PreK/Head Start
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Length of Unit: Year long literacy goals support strategies

I. ABSTRACT
A. Language development has been noted as having impact on almost every area of growth and development of the child. Instructors in the early childhood classroom and reading support emergent language and reading concepts of using the techniques outlined in this lesson. These classroom strategies support the concept of story scheme and print awareness. Techniques such as making brown books, organizational charts, and predictable pattern and retold storyline books are teaching tools that expand and support literacy in both process and content.

II. OVERVIEW
A. Emergency Literacy Skills in Reading and Writing.
B. Develop an Awareness of Written Matter.
   1. Print in everyday surroundings and its many uses.
   2. Develop an awareness of the structure of print.
C. 3-4 years: Dictate a caption for an illustration.
   4-5 years: Depict and dictate an event/activity from his/her own experience.
   4-5 years: Develop an understanding of the relationship between spoken and written language. Isolate and point to individual words as distinct units to a page or print.

III. BACKGROUND KNOWLEDGE
A. For teachers:
B. For students:
   1. Prior to involvement in class book making, students should have experience in group setting activities. The competencies in this section build on previous oral language and story reading skills. However, introduction to written literary forms must coincide with oral language skill development and emergent reading opportunities.

IV. RESOURCES
A. Classroom activity centers must contain materials to support emergent reading and writing activities. Pencils, markers, note pads, pens, paper, envelopes, etc. are readily accessible to children.
B. The unit appendices include directions for making various styles of books and includes chart formats and examples.

V. LESSONS
A. The use of teacher/student make books
   1. Emergency literacy skills in reading and writing
   2. Develop an awareness of written matter and print.
   3. Develop and awareness of the structure of print materials.
B. Materials:
   1. Trade book in keeping with class theme.
   2. Chart paper, markers for teacher use.
   3. Big Book materials as listed in Appendix A or B.
D. Key vocabulary:
1. title
2. word(s)
3. upper case letter
4. lower case letter
5. alphabet
6. dictate
7. *beginning
8. *middle
9. *ending
10. *top
11. *bottom
12. *author
13. *illustration
14. *order (sequence)
15. *first
16. *next
17. *last
18. *cover page
These key vocabulary words are listed under the language of instruction for storybook reading.

E. Procedure/Activities. During daily "story time" (15-20 minutes)
1. Preparation and planning. Choose a book title in keeping with the class theme. Criterion for book choice should include age appropriateness, topic, and ease to determine beginning, middle, and ending. Note: A big book helps allow the large group visual access.

   a. Cover page: title, author, illustrator
   b. Book topic: Ask the class for predictions on the topic. Use the visual cues on the cover.
   c. Quick read: Without stopping to ask questions, or promote discussion, read the entire story.
   d. Closure: Ask for a quick evaluation such as "Did you like the story?" or "Was the story about what you thought it would be about?" Tell the children your goals for re-writing the story and encourage them to help you remember the story content.

3. Day 2: Review.
   a. Review the title, author, illustrator and topic.
   b. Review each page by asking for predictions or recall of the content.
   c. Read each page using hand sweeps and pointing techniques.

4. Days 3 and 4: Draft rewrite
   a. With the trade book accessible use chart paper to develop the draft.
   c. B - M - E chart (beginning, middle, ending).
   See Appendix D.
   Beginning includes: character and setting.
   Middle includes: story line.
   Ending includes: solution/closing.
   d. Divide into pages.
   e. Developing a B - M - E chart may take more than one class setting. Be prepared to spend two days on the section. However, spending a third or fourth day may be too taxing on the children and thereby becoming counter productive.

5. Day 5: Produce class book. The Big Brown Book as described in appendix A or B should be ready for use. Many teachers choose to make the book and then present it to the class while others prefer to make it with the class. There are merits for both methods and teacher discretion is advised.
a. In view of the class, cut up the chart into sections and attach to the top of chart paper labeled cover page. (Be sure to add "As retold by _______________ class). Page 1 - Beginning, Page 2 - Middle, Page 3 - Ending. Be sure to leave space to take dictation on the story.
b. Ask for input as to what to write and draw in the "real" book. Listen to several suggestions from the class and then choose one student's dictation. Prompts and cues by the teacher may be helpful but be careful concerning unrealistic expectations and/or writing the book without student input. Writing is a process. The skill is emerging. It is critical to be supportive of the children's growth and development.
c. Make corrections on the draft copy with the students reading and re-reading corrections. This will support the students' attempts to independently read the classbook.
d. Closure: Closure should come before the students lose interest in the task. If you choose to make the book with the students, an additional day will be needed.

6. Day 6: Reading the Re-write.
   a. As a group, read the re-write. Encourage choral reading, prediction, and evaluation.
   b. Place the book in the classroom library area for student access.

F. Evaluation/Assessment:
   1. Procedure and technique evaluation: Classroom adults should debrief at the close of the school day. Needs for changes in seating, time, and other environmental issues, such as preparedness, are also important.
   2. Student Assessment: The activities described in this unit provide a means to scaffold, co-construct and demonstrate a knowledge base. They are intended to provide specific directions for children's behaviors and skill acquisitions of error.

G. No assessment tool is recommended.

VI. CULMINATING ACTIVITY
   A. "Re-write books" can be placed in the school library or another class library to provide the preK class with a self-esteem boost.
   B. A child may wish to bring the book home overnight to "read" to his/her family.
   C. At the end of the school year celebration, acknowledge the growth and progress in writing. Parents and teachers alike will be amazed at the change.

VII. HANDOUTS/WORKSHEETS
   A. Appendix A: Big Brown Books (four pages only).
   B. Appendix B: How to Make a Book (multiple pages)
   C. Appendix C: Baby Bag Books
   D. Appendix D: Literary Charts

VIII. BIBLIOGRAPHY


J. Core Knowledge Preschool Sequence, Core Knowledge Foundation, 1997.

K. Kindergarten Readiness, a booklet developed by The Polk Collaborative Partners, Polk County, Florida, 1997.

Big Brown Books
(4 Page Book)

Step 1: Use brown butcher paper, width may vary from 36" to 42". Cut a length of 37 inches. An 8.5 X 11 sheet of paper can be used to produce a miniature book.

Step 2: Hot Dog Fold
Fold the paper lengthwise (like a hot dog bun) and crease carefully. Unfold.

Step 3: Hamburger Fold
Fold the paper across the width (like a hamburger bun) and crease carefully. Repeat without unfolding the first "hamburger" fold.

Step 4: Unfold / Refold
Unfold the paper. Notice the creases. Refold on crease #2.

Step 5: Fold & Cut
Refold the paper on crease #2. Cut on crease #1 starting at crease #2 and carefully stopping at crease #3. It is important to cut starting from the fold because the book will fall apart if the cut begins at the open end.

Step 6: Unfold and Push
Unfold the paper, then refold on crease #1. Hold the ends of the paper and gently push inward.

As you continue to push the paper will collapse into a 4 page book.

Step 7: Finishing touches!
Use wide masking to secure the edges. This will help the durability of the book. These books are intended for use by the Preschool aged child. Miniature books may do better with nothing or 1" clear tape. Fold tape over open edges and folds.
How to Make a Book

Open Sides
To be stapled

For the inside pages
folded

folded butcher paper (folded
for durability)

Staple as many pages
as needed to form the
book.

For the cover:
tape 2 pieces of
cardboard (or poster
board or laminated
construction paper, etc)
together on the
outside of covers
with duct tape.

Turn cover to
the inside. Lay the
stapled pages
along the "seam.
Secure pages at
front and back
with broad clear
tape.
There you have it!

For extra touches you might cover the front and back
with clear contact to protect the title or contact colorful patterns
on the covers or better yet, have the children decorate the covers

Materials
* Cardboard, Poster Board, Laminated Construction Paper
* Duct Tape
* Stapler
* Broad Clear Tape
Baby Bag Books

Paper bags or lunch sacks make great books. These simple, easy to make yet durable books help children bridge the understanding that their oral language can be recorded in a written format and later decoded.

Ideas for books include:

- **Cereal box covers**: The kids know how to “read” these!
- **Fast food restaurant bags**: The french fry bags usually have the chain’s logo and name!
- **Potato chip bag covers**: Not a healthy treat but they can sure read those names.
- **Candy bar wrappers**: You better eat them before you make the book!
- **Pictures of toys from catalogs like Toys-R-Us**: Kids know every toy on the market!

Directions:

- Just cut off the boxed end. If there is an advertisement printed on the bag, fold it over and use the other side.
- Fold masking tape over the open edges to secure them.
- Secure the spine of the book with tape, staples yarn or any other.
Literacy Charts

B - M - E

Beginning - Middle - Ending charts can be used to post story patterns, sequence of events, and science experiments. The use of drawings and symbols with written labeling is advantageous.

K/W/L

What you know / what you want to know or what you wonder about / what you learned charts are excellent for posting a non-fiction book, predicting events and developing field trips into true literacy experiences. As a class complete the K/W sections of the chart the day before the activity. Then as the activity unfolds, complete the L section. In the case of field trips, complete the L section on the following day. You may want to post the K/W/L chart on the bus to spark interest. K/W/L charts link the concrete experience to the representational (pictorial representations) then the abstract symbol (written words).
Graphs and/or grids are most often used to support mathematical concepts. Link the theme’s mathematics skills to your language literacy skills. Try this. Use a poem from your curriculum. Graph word frequency, word length, number of words that end alike/differently.

**Predicting Outcomes**

Before an experiment or a field trip, complete the predicting outcomes chart. The chart’s title should match the activity name and the lead sentence can be changed to meet the activity’s special needs. Some teachers distribute personal copies, or copies of the chart, to two or three children. After the experience, help the children experience closure by completing the second chart.

The following example of the predicting outcomes chart is a depiction of a chart made in November, 1998 in a preschool setting. The children’s drawing add so much to the experience.