

# Library Story Time for children aged 0-4 years – Animation Criteria For First Reading of a Book

Name of book: Bear Snores On – Karma Wilson and Jane Chapman

Date : \_\_\_\_\_

Print Awareness		Phonological Awareness		Vocabulary		Speculations	
I choose 3 elements of the text to highlight		I talk about syllables, rhymes and sounds		I show 3 vocabulary words		I find 3 questions that I will ask myself when reading the story	
<p>① I adapt to the level of the audience, but in a mixed age group I target the highest level. ②ans ③ans ④ans</p>		<p>① I say the word, I write it down and I hide it. I do the task out loud and then on paper.</p>		<p>① I explain them in my own way.</p>		<p>① Do not ask the children any questions about the story.</p>	
Before opening the book	<ul style="list-style-type: none"> <li>I demonstrate the way to hold the book. ②</li> <li>I explain where and what the title is. ③</li> <li>I name a letter and I demonstrate how to write it with my 'magic pencil' (draw in the air) Chosen letter: <u>a</u> ③-④</li> <li>I explain the concept of an author (the person who writes the book) and of an illustrator (the person who does the drawings) ③-④ (Author = Karma Wilson, Illustrator = Jane Chapman)</li> </ul>	<p>① I choose 3 simple words (Consonant-Vowel CV or CVCV).</p> <p>Word 1 <u>his</u> p. 1</p> <p>Word 2 <u>pat</u> p. 4</p> <p>Word 3 <u>hot</u> p. 5</p> <p>① I choose one of the following tasks and I do it with each of the 3 words chosen.</p>		<p>① I play around with the words I have chosen:</p> <ul style="list-style-type: none"> <li>I repeat them out loud;</li> <li>I point them out on the illustration;</li> <li>I act them out with the children (we move around);</li> <li>I make links with the children's own experience</li> </ul> <p>Word 1: <u>Gopher</u> <u>p. 16</u></p> <p>It means: <u>A small furry animal that likes to dig and has two large front teeth</u></p> <p>My synonym: <u>Groundhog</u></p> <p>Another context: <u>The lady was not happy because there was a gopher digging holes in her garden!</u></p>		<p>① I make speculations in order to arouse the children's curiosity and encourage them to reflect on the story.</p> <p><u>Prediction:</u> What is going to happen in this situation? (...tomorrow, on the next page, <u>I think bear will wake up and be angry that the animals are having a party in his lair!</u> when we have finished, when it rains...etc)</p> <p><u>Explanation:</u> Why did that happen? What caused it? <u>He woke up because a pepper fleck made him sneeze</u></p>	
	<ul style="list-style-type: none"> <li>I demonstrate how to turn the pages. ②</li> <li>I explain that we read the <u>text</u> (because images can't be read). ②</li> <li>I show where to begin to read (at the top left of the text). ③</li> <li>I show in which direction we read (from left to right, from top to bottom) and I follow the text with my finger as I read. ③-④</li> </ul>	<ul style="list-style-type: none"> <li>From ② years and up: <u>syllables</u> I count the syllables; I identify a syllable of a word; <u>I put two syllables together.</u></li> <li>From ③ years and up: <u>rhymes</u> I identify a rhyme (vowel at the end of the word); I identify if two words rhyme or not.</li> <li>From ④ years and up: <u>sounds</u></li> </ul>		<p>Word 2: <u>Lair</u></p>		<p><u>Problem:</u> What is the problem? Why can't the character do that? <u>He is sad because all the other animals have had fun in his lair and he didn't have any</u></p> <p><u>Solution:</u> What should he/she do? What is the solution to the problem? <u>The animals continue the party and Bear gets to join in!</u></p>	

During the story

- I explain and I point out letters, words and sentences. ③-④
- I explain what capital and small-case letters are. ③-④
- I explain that speech marks, bubbles and dashes indicate that a character is speaking, and therefore I change my voice. ③-④
- I explain punctuation marks (! ? .). ③-④

I identify the first sound of a word (it starts with...);  
I detect if two words start with the same sound.

p. \_1\_

It means: **A dark place where a big animal can hide**

My synonym: **Cave, den**

Another context: **The dragon lay waiting in his lair**

**Word 3:**

\_\_\_\_\_ **Blustery** \_\_\_\_\_ p.

\_\_\_\_\_

It means: **Lots of strong winds blowing**

My synonym: **windy, stormy**

Another context: **It was so blustery that the wind blew my hat right off my head!**

Emotion: How is he/she feeling? Why?

Sad/angry when he first wakes

① For each speculation, I explain the clues that helped me to come to that conclusion.

p. \_6\_ **Question 1: What will happen on the next page? I think Bear will carry on sleeping!**

**Clues: The repetition of 'Bear snores on'**

p. \_\_23\_\_ **Question 2: What will happen on the next page? I think maybe Bear will wake up?**

**Clues: the small dots we can see on the page, they usually mean that something is about to happen!**

p. \_\_\_\_ **Question 3:**

**Clues:**