

How to use your Big Books

With Exam Training for Cambridge Young Learners English

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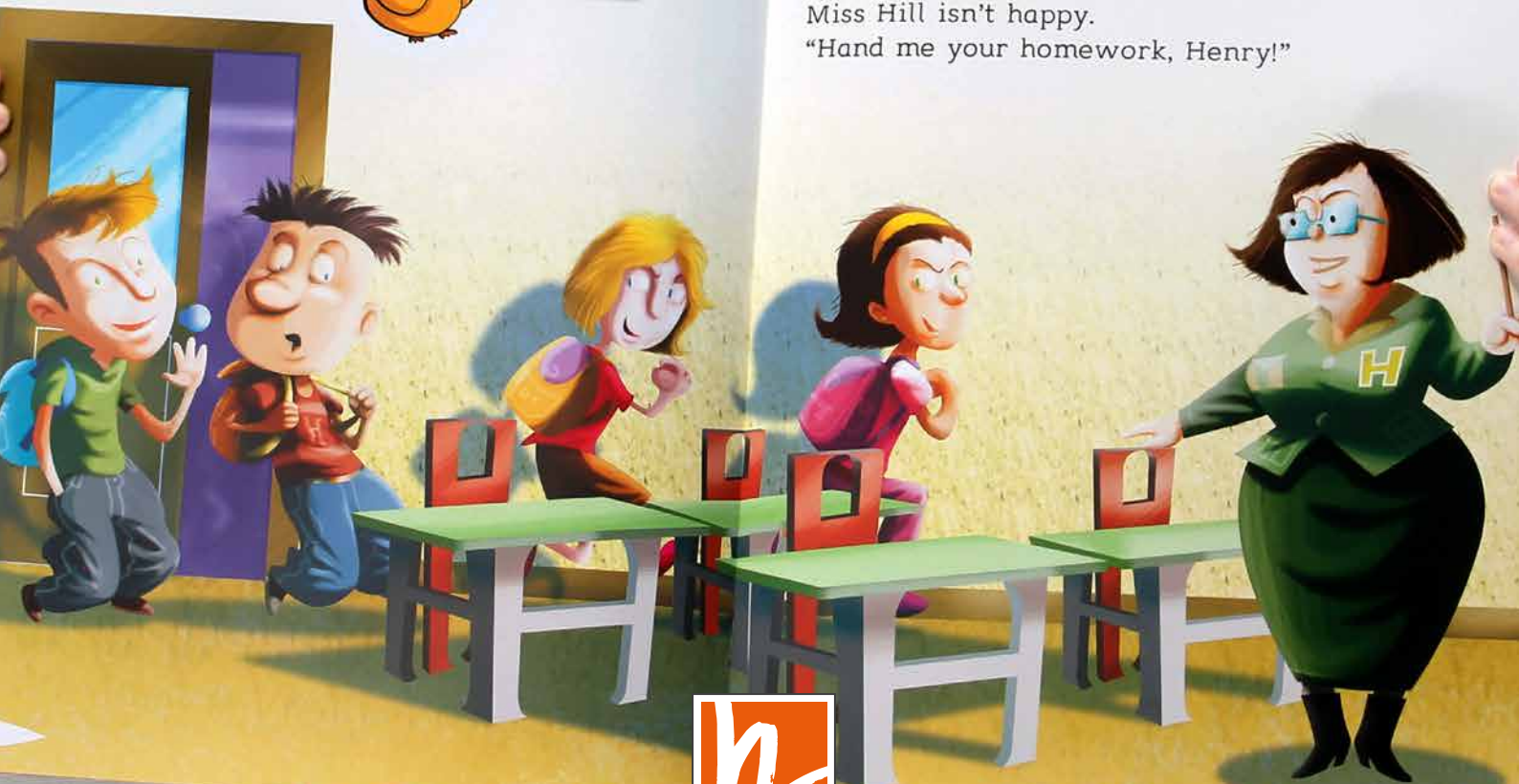


Henry likes Harry. They are friends.
"Hello, Henry."
"Ey! 'Arry! 'Ow are you?"



Who is
your best
friend?

"Morning Henry," says Miss Hill the History teacher. "Have you got your homework?"
"Arry! I 'aven't got my 'omework," says Henry to his friend.
"Oh Henry, you've never got your homework!" says Harry.
Miss Hill isn't happy.
"Hand me your homework, Henry!"



Helbling Young Readers Big Books

What is a Big Book?

Helbling Young Readers Big Books are large format versions of the original Helbling Young Readers series. They are currently available for a selection of books in all five levels and are aimed specifically at class or group reading. Magnified illustrations and enlarged text will allow children to see and follow words as they are pointed to and read by the teacher.



Advantages of using Helbling Young Readers Big Books in your classes

Class or group reading can be a **similar experience to reading at home** (parent-child reading). Since reading at home is known to develop confident and motivated readers, and we know that good readers make good learners, the Helbling Young Readers Big Book experience is a great opportunity to offer this advantage to **all** your young EFL students.

The experience of reading a favourite **Helbling Young Readers Big Book** together as a class or a group is a powerful tool for both **revising and consolidating**, or for **teaching new vocabulary and language structures** through the simple joy of reading, association and repetition.

Reading as a group with **Helbling Young Readers Big Books** can also help narrow the gap between good and poor readers because, although there is a strong emphasis on language, pronunciation and fluency, greater importance is given to understanding, interacting with and **enjoying** the story (poor readers are often only corrected in their reading and never asked to interact with the stories they read).

Helbling Young Readers Big Books' number one priority is to make **reading a fun** experience. They will **bring reading to life** for all children in your classes.

Show any class these **Helbling Young Readers Big Books** and you won't even have to ask if they want to read them.

Tips on how to use Helbling Young Readers Big Books

Reading corners or informal comfortable seating arrangements work best for shared reading sessions, especially for Session One.

The questions you ask the children in your class about the story will vary for each level. In the early stages, children who are not very fluent in English should not be prevented from using their first language for asking questions, making predictions or engaging in general discussions. In the same way, the use of correct grammar is not always essential when general and group discussion is being encouraged. It is important for the children to use individual words correctly and confidently and to talk about the story. Eventually the experience of using Helbling Young Readers Big Books in a group context will enable the L2 learners to acquire enough fluency to use the English language confidently.

Session One

Show the **Helbling Young Readers Big Book** to the class. Ask the class to read the title and look at the front and back cover. Ask level-appropriate questions about what they think the book is about. Now 'walk' the class through the book using the pictures. Do not tell the story. Ask a few questions about the pictures on each page. Here you are encouraging prediction and anticipation.

Session Two

This is probably the most important session. It is fundamental for the teacher to have read, listened to on the CD and be very familiar with what she/he is about to read to the class.

Read the story to the class. Read the story as naturally as possible pointing to words and pictures as you read. The more you enjoy reading the more the children will enjoy listening.

Next, ask the class level-appropriate questions about the story. Did they like it? Why?

Then concentrate on plot and subsequently on the children's reactions and impressions.

Session Three

Recap and retell the story with the class using the pictures. Concentrate on the children's understanding of the story and use the pictures to point out all parts of the story. Try to elicit important words and characters' names using the pictures. Ask children to draw their own pictures about the story.

Session Four

Pick and choose or complete all the **Before Reading** activities to reinforce themes, vocabulary and structures used. Then reread the story concentrating on the words. Following the text carefully with your finger, pick out words. Ask questions about words and pictures on each page. Do the activities on each page.

Session Five

Read the story again encouraging the children to join in. Read the story together, pausing to anticipate words or phrases they remember. Ask the children to go back to the picture they drew after Session One and to add appropriate words, phrases or sentences from the story. Listen to the story on the CD together as a class, first following the text and then, when listening for the second time, pause and ask the children to repeat sentences or words as they hear them, to practise correct pronunciation.

Session Six

Read the story again. This time ask specific questions about the text and the story. Point to the pictures and encourage the children to say the correct sentence from the text. Pick and choose or complete all the After Reading activities doing some together as a class and some as individual work.

Follow up (optional)

Open the book and ask the children, in turns, to tell the story. They can either read the text, or use their own words. For lower-level classes allow them to use a mix of mother tongue and the English words and phrases they remember, helping and prompting as necessary.

For Cambridge English YLE Speaking Preparation



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Starters (levels a-c)

As an example we have used *The Kite*, level b. Please adapt according to the Young Reader you are using with your class.

Use **Helbling Young Readers Big Books** and **Helbling Young Readers Flashcards** for these activities.

Today it's very windy. Ehud is flying his red kite again. The kite is flying up, and up, and up, and up, and up! Ehud can't see his kite.

Now the red kite is coming down, and down, and down, and down. It's coming down on the other side of the fence!

What can you see in the picture?
Find:
• a watering can
• a mobile phone
• a satellite dish
• a lawn mower

The Kite

Flashcards

Part 1: Looking at the picture

Ask the child to look at pages 12 and 13 of *The Kite*. Then ask the child to point to the lawn mower, the satellite dish and the watering can. For example, 'Where's the lawn mower?' The child must point to the correct part of the picture.

Part 2: Putting cards on the pictures

Cut out the lawn mower, satellite dish and watering can Flashcards from *The Kite*. Ask the child to place the Flashcards on the scene picture (pages 12 and 13 of *The Kite*) as directed. For example, 'Please put the watering can on the fence next to the yellow house.' or 'Please put the satellite dish on top of the yellow house.'

Part 3: Asking questions about the picture

Ask the child some questions about pages 12 and 13 of *The Kite*. For example, 'What colour is the sky?' or 'Where's the lawn mower?' or 'How many houses are there?'

Part 4: Asking questions about the cards

Use the lawn mower, satellite dish and watering can Flashcards from *The Kite*. Ask the child some questions about three of the Flashcards. For example, 'What colour is the lawn mower?' or 'Do you have a satellite dish?'

For Cambridge Young Learners Speaking Tests



Movers (levels d-e)

As an example we have used *Lost on the Coast*, level e.

Please adapt according to the Young Reader you are using with your class.

Part 1: Describing differences between pictures

Ask the child to look at two pictures and describe some differences between the two pictures.



Part 2: Telling a story from pictures

Ask the child to look at four pictures from the story.

The teacher must describe the first picture. Then the child must describe the other three pictures. They are retelling the story, using the pictures.



Part 3: Saying why a picture is different

Ask the child to say which of these pictures is the odd one out and why.



Extended class or group reading activities

Making a poster

Make a poster for your class with a list of all the **Helbling Young Readers Big Books** you read together. Use the title 'Books **WE** Can Read'. The togetherness will encourage a sense of achievement and confidence to read more.

Encouraging individual reading

Keep the **Helbling Young Readers Big Books** you have read in a place that is accessible for the children in your class. Encourage them to go back to and reread the stories either individually or with a friend. They can read for themselves or read along with the audio CD. Children will now also be ready for individual reading and time at home with the stories they now know and love. They can use either their own personal copy of the original Helbling Young Reader or use the class copies from the library.

Retelling the story without the book

Write sentences from the story or part of the story on separate long pieces of paper. Work with the class as a whole or in small groups. Give each child a sentence. Ask the children to put the story in the correct order. For lower levels this can be done using the **Helbling Young Readers Flashcards** that are available for each story in the series. For further suggestions see also the Helbling Young Readers GUIDE *How to use your Helbling Young Readers Flashcards* in the After Reading section: *Retell the story as a class*.

Acting out the story

Divide the class into groups. Ask the children to be different characters in the story. Encourage the children to write down and then to learn what they have to say. For higher levels ask one of the children to be the narrator and to read from the **Helbling Young Readers Big Book** while the other children act out the story. For lower levels the teacher will take the role of the narrator and assign the character roles to the children.

Making a word bank

Ask the children in your class to each choose a word from the Helbling Young Readers Big Book that they would like to learn. **Helbling Young Readers Flashcards** can be used for this activity. Mix all the chosen words together and ask the children to locate their 'own' words and read them to a classmate. Then ask them to use their word in a sentence from the story. When all children can recognize and then use these words in the context of the story, these words can be used to create new sentences. Work as a class to make new sentences for each word. Then encourage the children to think of some more either individually or in groups, possibly using more than one word from the story in each sentence.

Further ideas for games and activities can be found in the Helbling Young Readers GUIDE *How to use your Helbling Young Readers Flashcards*.



Why shared reading and interactive reading aloud makes a difference

- Children love a good story and the attention of being read to personally.
- Children feel involved in the action and they sometimes even forget that it is a formal teaching situation.
- Comprehension is almost immediate, with instant clarification and support from the classroom teacher.
- As children observe and listen to experienced readers reading, they develop strategies important for a variety of listening and speaking situations.
- It helps in teaching frequently used vocabulary.
- It encourages initiative in the form of prediction, observation, connection, clarifying, questions/ comments, entering a story world, using their own imagination.
- It encourages and breaks down barriers for children struggling to read. After shared reading they will be able to read the same story more confidently.

Don't forget

The importance of **class reading time**. Try to set aside a fixed day or time for class reading, so it is something the class can get used to and look forward to.

The importance of **choice**. Once you have built up a class library of **Helbling Young Readers Big Books** encourage the children in your class to take it in turns to choose which title they want to read. Even if they reach for a lower level title that you have already read as a class many times before.

The importance of the **setting**. The teacher can either sit on the floor with the children or sit at a higher level holding up the Helbling Young Readers Big Book. Some teachers are more active and will like to walk around the classroom involving children by bringing the **Helbling Young Readers Big Book** close to each reader. Use whatever works best for you and your class, it is the informal setting that encourages children to feel more involved and to have more fun.

Because big books mean big fun.



How to use your Big Books

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How to use your Helbling Young Readers Big Books includes:

- Reasons for using Big Books with your classes;
- Tips on using Big Books with your classes;
- Extended class or group reading activities;
- Practice for Cambridge Young Learners English: Starters and Movers Speaking tests.

Helbling Young Reader Guides also available:

How to Use Helbling Young Readers Flashcards

How to help your child read in English

For more information on Helbling Young Readers and a full list of titles and support material available: **helbling.com/english**

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helbling.com/english

