



Institut Pendidikan Guru Kampus Dato' Razali Ismail

# Reading in English for Young Learners in Malaysia

A Module for KSSR Curriculum

## Contents

0.0	Introduction.....	3
0.1	Timetable .....	3
Session 1	“What is Reading?” .....	4
1.0	What is Reading? .....	4
1.0.1.	What is Reading? – Wikipedia definition .....	5
1.0.2.	What Is Reading? – An explanation .....	6
1.0.3.	What are Reading Procedures? .....	9
1.2	Questions and Comments .....	10
Session 2	“Motivation – Why Read?” .....	11
2.0	Why Read? .....	11
2.0.1	Reading Attitude Questionnaire.....	12
2.0.2	How children learn to read .....	13
2.0.3	Motivating Children to Read - discussion .....	14
The Three Cueing Systems	.....	15
Session 3	“Teaching Phonics – How to read” .....	16
3.0	Reading Skills .....	16
3.1	How is Reading in English Different from Reading in BM? .....	16
3.2	Which Letters in BM are exactly the same as the English Letters? .....	17
3.3	Making use of the Phonemic Chart .....	18
3.4	Activity: dealing with “False Friends” .....	20
Session 4	“Teaching Sight Words / Tricky Words – how to read” .....	22
4.0	What are Sight Words? .....	22
Session 5	“Reading Aloud” .....	23
5.0	Reading Aloud .....	23
Session 6	“Comprehension” .....	24
6.0	Comprehension – reading for understanding .....	24

Session 7 “Assessment” .....	25
7.0 Assessment of reading skills.....	25
Session 8 “Creating Your Own Reading Materials” .....	27
8.0 Little Books created by teacher and/or students .....	27
8.0 About Little Books .....	27
8.0.1. Instructions for making a Little Book:.....	28
8.0.2. Create a Story .....	30
8.0.3. Complete your Little Book .....	31
8.0.4. Teaching from your Little Book .....	32
8.0.5. Enhance your Little Book for Increased Motivation and Fun! .....	34
8.0.5.1 First, practise making a Pop-Up with a greeting card.....	34
8.0.5.2 Create pop-ups in one or more of the inside pages of your little book. ....	36
Session 9 “Presentation” .....	38
9.0 Presentation of your workshop task.....	38
Workshop Task.....	39
Appendix 1: Form for Journal on Children’s Books .....	40
Appendix 2: Goodnight Bobbie .....	41
Appendix 3: Mrs Mog’s Cats .....	43
Appendix 4: Vroom.....	46
Appendix 5: FALLING BOY by Paul Jennings.....	49
Appendix 6: The Wise Old Mouse .....	61
Appendix 7: Just Like Mother.....	63
Appendix 8: Phonemic Chart .....	65

## Introduction

This Module was written in 2011 in response to a request for modules relating to KSSR curriculum areas. **The module has not been used as such and is not entirely completed.**

### 0.1 Timetable

This is an 18-hour course in teaching reading in English to young learners in the early years of Primary School in Malaysia. The nine 2-hour sessions are as follows:

#### Day 1

Session 1a      What is reading?

Introduce Workshop Homework Task

1b.      Motivation – why read?

Session 2.      Teaching phonics

Session 3.      Teaching sight words / tricky words

#### Day 2

Session 4.      Reading aloud

Session 5.      Comprehension Tasks

Session 6.      Assessment

#### Day 3

Session 7.      Creating your own reading material

Session 8.      Creating stories and preparing presentation

Session 9.      Presentation

## Session 1 “What is Reading?”

### 1.0 What is Reading?

From your own ideas, write notes to answer these questions. Discuss with your group.

What is reading?

.....  
.....

Why do people read?

.....  
.....

What do people read?

.....  
.....

When and where do people read?

.....  
.....

**Why do some people NOT read?**

.....  
.....

Do you read? What? Why?

.....  
.....  
.....

Now read the following articles about reading, and discuss the questions with your group.

### 1.0.1. What is Reading? – Wikipedia definition

**Reading** is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax, and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

Other types of reading are not speech based writing systems, such as music notation or pictograms. The common link is the interpretation of symbols to extract the meaning from the visual notations.

(Wikipedia, 2011)

## 1.0.2. What Is Reading? – An explanation

By: Diane Henry Leipzig

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print.

Reading is making meaning from print. It requires that we:

- Identify the words in print – a process called word recognition
- Construct an understanding from them – a process called comprehension
- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency

Sometimes you can make meaning from print without being able to identify all the words. Remember the last time you got a note in messy handwriting? You may have understood it, even though you couldn't decipher all the scribbles.

Sometimes you can identify words without being able to construct much meaning from them. Read the opening lines of Lewis Carroll's poem, "Jabberwocky," and you'll see what I mean.

'Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.

Finally, sometimes you can identify words and comprehend them, but if the processes don't come together smoothly, reading will still be a laboured process. For example, try reading the following sentence:

---

It isn't as if the words  
are difficult to identify or  
understand, but the spaces  
make you pause between  
words, which means your  
reading is less fluent.

---

Reading in its fullest sense involves weaving together word recognition and comprehension in a fluent manner. These three processes are complex, and each is important. How complex? Here goes:-

To develop word recognition, children need to learn:

- How to break apart and manipulate the sounds in words – this is **phonemic awareness**  
example: *feet* has three sounds: /f/, /i:/, and /t/
- Certain letters are used to represent certain sounds – this is the **alphabetic principle**  
example: *s* and *h* make the /ʃ/ sound
- How to apply their knowledge of letter-sound relationships to sound out words that are new to them – this is **decoding**  
example: ssssspooooon – spoon!
- How to analyse words and spelling patterns in order to become more efficient at reading words – this is **word study**  
example: *Bookworm* has two words I know: *book* and *worm*.
- To expand the number of words they can identify automatically, called their **sight vocabulary**  
example: Oh, I know that word – *the*!

To develop comprehension, children need to develop:

- **Background knowledge** about many topics  
example: This book is about zoos – that's where lots of animals live.
- Extensive **oral and print vocabularies**  
example: Look at my trucks – I have a tractor, and a fire engine, and a bulldozer.
- Understandings about **how the English language works**  
example: We say she *went* home, not she *goed* home.
- Understandings about **how print works**  
example: reading goes from left to right
- Knowledge of **various kinds of texts**  
example: I bet they live happily ever after.
- **Various purposes for reading**  
example: I want to know what ladybugs eat.



- **Strategies for constructing meaning** from text, and for problem solving when meaning breaks down  
example: This isn't making sense. Let me go back and reread it.

To develop fluency, children need to:

- Develop a high level of **accuracy** in word recognition
- Maintain a **rate** of reading brisk enough to facilitate comprehension
- Use **phrasing and expression** so that oral reading sounds like speech
- Transform deliberate strategies for word recognition and comprehension into **automatic skills**

But if reading isn't pleasurable or fulfilling, children won't choose to read, and they won't get the practice they need to become fluent readers.

Therefore, **reading also means developing and maintaining the motivation to read**. Reading is an active process of constructing meaning- the key word here is active.

To develop and maintain the motivation to read, children need to:

- Appreciate the **pleasures** of reading
- View reading as a **social** act, to be shared with others
- See reading as an opportunity to explore their **interests**
- Read widely for a variety of **purposes**, from enjoyment to gathering information
- Become comfortable with a variety of different written forms and **genres**

So...what is reading?

Reading is the motivated and fluent coordination of word recognition and comprehension.

Quite an achievement for a six year old!

(Leipzig, 2001)



### 1.0.3. What are Reading Procedures?

“The ultimate aim of any reading programme is to produce confident, competent and independent readers. The strategic use of reading procedures ensures this as it provides a strong foundation for a comprehensive reading program. Each reading procedure involves varying degrees of responsibility for both the teacher and student. Using a selective range of reading procedures ensures that explicit instruction and guidance, when needed, is balanced with regular opportunities for the independent application of skills and strategies.”

Overview of Reading Procedures				
	Reading to Students	Modelled Reading	Language Experience	Shared Reading
Definition	<ul style="list-style-type: none"> <li>Reading a text aloud to students</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating reading behaviours and verbalising the cognitive processes involved with those behaviours</li> </ul>	<ul style="list-style-type: none"> <li>To use a shared experience as a basis for jointly creating a text that is then used for further reading</li> </ul>	<ul style="list-style-type: none"> <li>A teacher-managed blend of modelling, choral reading and focused discussion</li> </ul>
Key Features	<ul style="list-style-type: none"> <li>Primary purpose is to share enjoyment of reading</li> <li>Reading is uninterrupted</li> <li>Sessions span 10 to 15 minutes daily</li> </ul>	<ul style="list-style-type: none"> <li>Clear 'think aloud' statements</li> <li>Singular or limited focus</li> <li>Multiple demonstrations</li> <li>Brief sessions from 5 to 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Based on a Shared Experience</li> <li>Text created as a result of the experience</li> <li>Use students' language when creating the text</li> <li>Use the created text for further reading activities</li> </ul>	<ul style="list-style-type: none"> <li>Short sessions from 10 to 20 minutes</li> <li>Singular or limited focus</li> <li>Text visible and accessible to all</li> <li>Differentiated activities</li> <li>Multiple readings of the text</li> </ul>

	Guided Reading	Book Discussion Groups	Independent Reading
Definition	<ul style="list-style-type: none"> <li>Teacher scaffolds and supports a group of students as they read a common text</li> </ul>	<ul style="list-style-type: none"> <li>A small group of students who meet to read and discuss a text they have selected</li> </ul>	<ul style="list-style-type: none"> <li>Students select texts to read by themselves</li> </ul>
Key Features	<ul style="list-style-type: none"> <li>Clearly defined purpose</li> <li>A group of students with identified common need</li> <li>Most reading done silently</li> <li>A pattern of asking guiding questions, reading, discussing</li> </ul>	<ul style="list-style-type: none"> <li>Groups are temporary</li> <li>Students facilitate discussion</li> <li>Students select texts</li> <li>Regular meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Students select texts</li> <li>Uninterrupted time span</li> </ul>

Figure 1.3 Overview of Reading Procedure

(Annandale, Bindon, Handley, Johnston, Lockett, & Lynch, 2008, pp. 5, 7)



## 1.2 Questions and Comments

Discuss answers to these questions with your group:

1. What information, if anything, did you learn from the Wikipedia definition of reading?

.....

.....

.....

2. Name 4 facets of the (multifaceted) reading process from the Leipzig article.

.....

3. Can you read the Jabberwocky poem aloud? Do you have any idea what the words mean?

.....

4. What is involved in 'reading in its fullest sense'?

.....

.....

5. What do children need to learn in order to develop word recognition?

.....

.....

.....

6. What do children need in order to develop and maintain the motivation to read?

.....

.....

.....

7. Which of the Reading Procedures listed do you use in your classroom? Why?

.....

.....

.....

.....

## Session 2 “Motivation – Why Read?”

### 2.0 Why Read?

If children do not know the answer to *this* question, they will not be bothered to learn to read because – as it says in the ‘What is Reading?’ article by Leipzig – it is not an easy task.

First Steps: Second Edition Linking Assessment, Teaching and Learning Book

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

**Reading Attitude Questionnaire**

*Place a cross on the line that shows how you feel about reading.*

1 Do you like to read books at home?  
Yes, a lot   No, not at all

2 Do you like to get books for presents?  
Yes, a lot   No, not at all

3 Do you like someone reading books to you?  
Yes, a lot   No, not at all

4 Do you like to read in free time at school?  
Yes, a lot   No, not at all

5 Do you like to read different kinds of books?  
Yes, a lot   No, not at all

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Included here is a questionnaire for children, taken from the ‘First Steps – Reading Map of Development’, designed to discover their attitude to reading.

Read the questionnaire and

1. Consider the reactions you might expect from your students at school.
2. Consider what your reaction would have been when you were a child.
3. Answer the questionnaire below about your own present attitude to reading in English.

## 2.0.1 Reading Attitude Questionnaire

Put a cross on the line that shows how you feel about reading.

1. Do you like to read books in English at home?

Yes, a lot ←————→ No, not at all

1a. Do you like to read books in another language at home?

Yes, a lot ←————→ No, not at all

2. Do you like to read newspapers, magazines or other printed English materials at home?

Yes, a lot ←————→ No, not at all

3. Do you like to read the news and other information in English on your computer?

Yes, a lot ←————→ No, not at all

4. Do your students see you reading and/or hear you talking about enjoying reading?

Yes, a lot ←————→ No, not at all

## 2.0.2 How children learn to read

Read this note from the original 'First Steps' Resource book:

If teachers understand how children learn to read they can provide an environment (including reading material) that will enhance reading experiences.

Points to remember

Children learn to read by reading. Reading is all about making meaning from a piece of text. Children learn best when they:

- are actively involved in their learning
- see that their learning has purpose and meaning
- combine their existing knowledge gained from past experiences with information from text to construct meaning.
- use the three cueing systems as they read
- are risk-takers and problem-solvers.
- have the opportunity to work individually, in small groups and as part of the whole class
- are given time to practise a skill or process.

We know that language-learners will be well on the way to becoming confident readers if they:

- have stories read to them
- have clear expectations about what they will find as they read
- see that reading is relevant to them
- have an intention to read
- see a purpose for reading
- see reading modelled as a pleasurable activity

(Education Department of Western Australia, 1997, pp. 39-40)

### 2.0.3 Motivating Children to Read - discussion

Everybody loves a story, and children especially are naturally curious about the world around them. Naturally, then, children are eager to learn to read, aren't they?

Discuss:

What factors can cause a child to have poor motivation to learn to read (at all / in English)?

- 1 .....
- 2 .....
- 3 .....

Share your ideas with others in your group. Add factors others mentioned.

- 4 .....
- 5 .....
- 6 .....

Discuss what could be done about these problems. Think of a solution for each.

Possible Solutions:

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

Select a spokesperson for your group to report back your group's ideas and suggestions.

Note any problem areas that your group may not be able to see a solution for; maybe other groups will have a solution.

### **Enjoying and sharing books**

Experience shows that children benefit hugely by exposure to books from an early age. Right from the start, lots of opportunities should be provided for children to engage with books that fire their imagination and interest. They should be encouraged to choose and peruse books freely as well as sharing them when read by an adult.

Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.

(Department for children, schools and families, 2008, p. 4)

### **The Three Cueing Systems**

One logical reason for lack of motivation to read is that the student simply finds it too difficult.

Overpowering the child's natural curiosity is the frustration of coming up against too many unknown words. This can be overcome by making sure all students are able to use the three cueing systems as word attack weapons.

Firstly, it's important to remember that with both receptive skills – reading and listening – knowing every single word is not essential for enjoyment and understanding of the text. That being said, when the reader comes across an unknown word, there are three ways to approach it.



## Session 3 “Teaching Phonics – How to read”

### 3.0 Reading Skills

How do Malaysian children learn to read English?

Malaysian children learn *how to read* in Bahasa Malaysia. However, they also need to learn to read, write, speak and listen in English. In the early years of their schooling, their teachers need to build on their emerging reading skills without causing confusion.

#### 3.1 How is Reading in English Different from Reading in BM?

In BM, the relationship between letters and sounds is wonderfully regular and reliable!

Unfortunately, being an ancient language with elements of several other European languages mixed into it, English does not have the same advantage. There are three types of words:

- Some English words can be decoded sound by sound, using the English graphophonic system, and the meaning can be learnt, relating to a picture/action or a known BM word or phrase.
- Some English words *appear* to have the same letters and even meaning as the BM words. These are “False Friends” and can cause confusion because the pronunciation and/or meaning is different from the BM word.
- Some English words cannot be deciphered using graphophonics. These are “Sight Words”, and need to be memorised and recognised instantly.

### 3.2 Which Letters in BM are exactly the same as the English Letters?

Look carefully at the alphabet below. Can any of these be read exactly the same in English as in BM?

(The chart is from <http://www.omniglot.com/writing/malay.htm>)

Latin alphabet for Malay								
A a	B b	C c	D d	E e	F f	G g	H h	I i
a	be	ce	de	e	ef	ge	ha	i
J j	K k	L l	M m	N n	O o	P p	Q q	R r
je	ke	el	em	en	o	pe	ki	er
S s	T t	U u	V v	W w	X x	Y y	Z z	
es	te	u	fe	we	iks	ye	zet	

Mark the symbols in the chart which represent the same sound in both languages.

### 3.3 Making use of the Phonemic Chart

How would you teach the English word **apple**?

How is it different from the BM word **epal**?

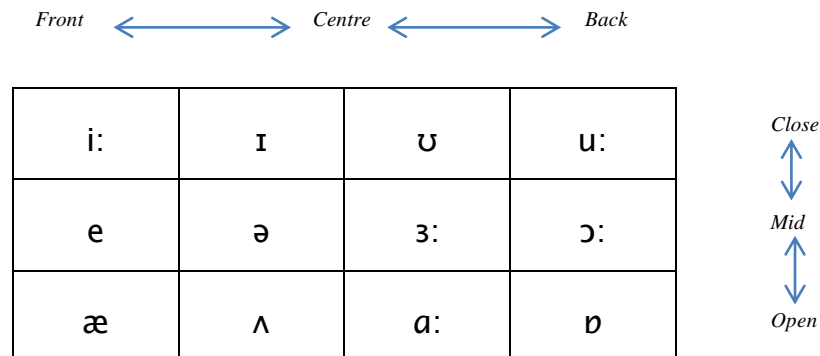


Do they have the same sound? (*The answer is 'no'!*)

Can you explain the difference between English 'a' /æ/ and BM 'e' /e/?

Can you explain the difference between the English '-ple' /pəl/ and BM 'pal' /pəl/?

Looking at the **vowels** on the **phonemic chart**, the positions are important:



- Moving from **left to right** on the chart, the position of *the raised part of the tongue* goes from front (vowels on the left) to back of the mouth (vowels on the right).
- Moving from **top to bottom** on the chart, the *position of the tongue* as a whole (in relation to the top of the mouth) goes from 'close' (the tongue is close to the roof of the mouth) to 'open' (the tongue is low in the mouth).

Thus /æ/ is a front, open vowel, while /e/ is a front, mid vowel. So the important difference is to lower the tongue to go from /e/ to /æ/.

The English vowel in /pəl/ is centre (front – back), mid (open – close) whereas the BM vowel in /pʌl/ is centre, open.

So the difference here involves raising the tongue to go from /pʌl/ to /pəl/.

Discuss with your group:

How important is it for you to teach correct pronunciation as children learn to read words?

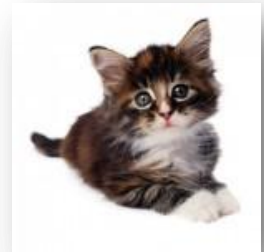
Would you / do you use the phonemic chart and symbols in this situation?

### 3.4 Activity: dealing with “False Friends”

Words that appear the same or similar in two languages, so that they can cause misunderstanding or wrong translation, are sometimes called “False Friends”.

The activity below is about helping students learn to read accurately in both languages.

1. How would you teach the English word **cat**?



What are the three sounds? /k/, /.../, /... /.



How is it different from the BM word that looks like exactly the same word:

**cat** which means ..... in English.

What are the sounds in this BM word? /dʒ/, /.../, /.../.

Which of the three sounds is the same in both words? /.../

2. This common English word is pronounced differently and has another meaning in BM.

but

Use the vowel chart (above) to explain the phonic difference between the English word “but” /bʌt/ and the BM word “but” (English ‘boot’) /bʊt/.



.....

.....

3. This English word and this BM word have essentially the same meaning, but not the same pronunciation.

cake / kek



The difference is in the vowels. Can you explain the difference?

.....

**Discuss:** How important is it to teach accurate pronunciation in reading?

It must always be remembered that phonics is the step up to fluent word recognition.

Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal.

By repeated sounding and blending of words, children get to know them, and once this happens, they should be encouraged to read them straight off in reading text, rather than continuing to sound and lend them aloud because they feel that this is what is required.

They should continue, however, to use overt or silent phonics for those words which are unfamiliar.

*Taken from (Department for children, schools and families, 2008, p. 110) phase 4*

## Session 4 “Teaching Sight Words / Tricky Words – how to read”

### 4.0 What are Sight Words?

As you would be well aware, not all English words can be ‘sounded out’ or decoded using graphophonics. As is the case with many languages, most of the “irregular” words are the words in most common use.

## Session 5 “Reading Aloud”

### 5.0 Reading Aloud



## **Session 6 “Comprehension”**

### **6.0 Comprehension – reading for understanding**

## Session 7 “Assessment”

### 7.0 Assessment of reading skills

From the new curriculum (KSSR):

#### 2.0 READING

The Year 1, 2 and 3 learning standards for reading addresses basic literacy using the strategies of phonics and moves on to enable pupils to become independent readers. In the beginning, pupils' phonemic awareness will be developed by means of phonics. Phonemic awareness is the ability to hear, identify, and manipulate the individual sounds in spoken words. This ability to recognize letter sounds is an essential and useful early reading skill. Pupils should be made aware of the relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spelling that represent those sounds in written language). The ability to recognize letter sounds is further developed by blending individual sounds to build words. After pupils have begun to read words, this ability is further honed by reading rhyming phrases. In order to spell, pupils are taught segmenting, in which pupils segment or break the word into individual sounds.

As pupils begin to read words, phrases and then move on to simple sentences, their skill to read should be supported by appropriate reading materials which will further develop their reading ability. This further enables them to increase the pace of their reading, and equally, enable them to comprehend a text more effectively and efficiently. However, in a second language context, it is appropriate for teachers to begin phonics instruction by first letting pupils listen to rich language input in English. The guiding principle in using phonics to teach reading is for the pupils to enjoy the activities selected. Hence the use of songs, rhymes, poems, stories and pictures to make phonics instruction more enjoyable is encouraged.

Teachers are encouraged to gauge the literacy level of their pupils in Year One, if pupils are able to read well, teachers will not have to deal with the phonemes individually. Teachers can then develop challenging language activities and games which will hone their vocabulary development. If pupils have difficulty articulating particular phonemes then teachers will have to deal with problematic phonemes individually although pupils may be reading well. (p10-11)

### **Assessment**

In standard-based units of study, pupils' products and performance are assessed by criteria that are directly linked to the content and learning standards. Multiple sources of evidence like checklists, observations, presentations, quizzes and tests are used to document the attainment of any one standard. Through this process, teachers will build a profile of pupils' language development and assess them individually. Pupils' competence in the language is assessed by a combination of formative and summative assessment methods. (p15)

## Session 8 “Creating Your Own Reading Materials”



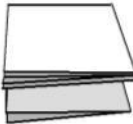

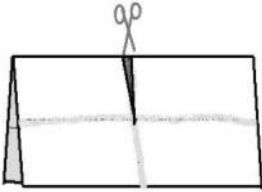
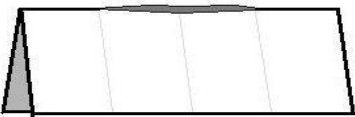
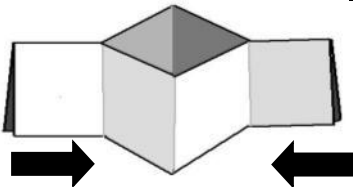
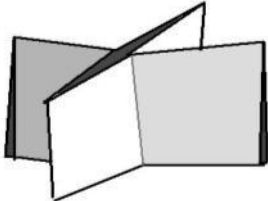
### 8.0 Little Books created by teacher and/or students

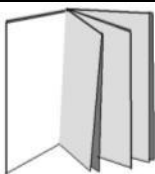
#### 8.0 About Little Books

There are endless possibilities when using Little Books. A few are listed here:

- The classic “Little Book” is made from a single sheet of paper – A3 is great to use, but A4 is fine. No need for a photocopier, plain paper is all you need.
- Only one side of the paper is used, so scrap paper or recycled paper is fine.
- The folded little book can be opened flat to be photo-copied or scanned, and then re-folded, thus providing multiple copies.
- The Little Book can contain a story – with or without pictures – or factual information, and can be hand-drawn by the teacher or student.
- The Little Book can contain just pictures, or a poem or song, or a list of ideas.
- The Little Book can also be created in a Word document on the computer (using photos if desired) and then printed and folded.
- The Little Book can be adapted to become a “Pop-Up” book, created by the teacher or student, adding interest and motivation.
- Children’s own stories and pictures can be made into little books by the students or their teacher.
- Children can read aloud or present their Little Book story/poem/song/pictures to the whole class to practice reading and oral language.
- Little books created by the students make a great wall display to be enjoyed by other students or classroom visitors.
- Little Books are great to take home and share with parents and the whole family.
- The little book content is short and simple and can be easily adapted into a big book for shared class reading.
- A story from a little book can be scanned and developed into a PowerPoint presentation for the whole class to enjoy.
- Little Books allow for students’ and teachers’ creativity.

### 8.0.1. Instructions for making a Little Book:

	Fold the paper in half.
	Fold the paper in half a second time.
	Fold the paper in half a third time.
	Open the paper up, back to the first fold.
	Cut , following the line of the fold, from the <u>folded edge</u> halfway to the open edge.
	Open the paper completely, and fold it the other way (longways), keeping the same side of the paper outwards. (For recycled paper this keeps the used side inside.)
	Push the two sides together so that the middle part opens up.
	Fold the pages right around to make a book. The book has a front and back cover, and three double inside pages.



Write and draw in the booklet.

## 8.0.2. Create a Story

Every story has a beginning, a middle and an end. With a Little Book story, everything happens rather quickly, and the pictures *can* be worth a thousand words.

**Beginning** – introduce your character(s), with descriptions of any relevant physical/personality traits. Also indicate a setting - if it is important to the story.

**Middle** - Create a problem or conflict. This is the essence of your story, and the reason for having a story to tell. With young children, this is definitely not world-shattering but simply something that might be part of their daily lives such as a want or a felt need.

The story reaches a climax as the main character(s) face the conflict and resolve it.

**Ending** – Children's stories end happily. Tell how the conflict is resolved or the need is met. Explain what happens next.

The Little Book has only 8 tiny pages:

Story Title	Introduce character, setting.	Create problem or conflict.	Climax – character faces up to problem.	Character deals with problem.	Problem is solved, all is well.	Character goes on to be happy, or sleep ...	<i>author's name</i>

### 8.0.3. Complete your Little Book

Fold a little book. Write a story. Share it with your group.

Here are two possible story lines in case you can't think of any:

Little *N* (make up a name) is the youngest in the family. *N* feels like failing at school believing older siblings are cleverer. *N* discovers a special skill (such as drawing, running fast, singing, listening well and always knowing the answer ...) and gains confidence.

*B* was grumpy from first thing when Mum woke him/her from sleep, interrupting a good dream. *B* gets to school and frowns at everyone. Then *B* finds that Mum has packed an excellent snack in school bag, and realises Mum's love. *B* decides to smile and be nice.



#### 8.0.4. Teaching from your Little Book

Think about the pictures and words in your little book. Discuss with your group.

What **graphophonics** could you teach from the words and/or names of items in the pictures?

.....

If you **change** some of the words (such as the character's name, for example), could you increase the graphophonics opportunities by presenting words with similar sounds?

.....

Are there common words that cannot be decoded phonically – **sight words** - in your story?

.....

.....

What **pre-reading activities** would be appropriate to prepare students for your story?

.....

.....

.....

How could your story be used for **Shared Reading**? *For example:* convert it into a Big Book (maybe using a sketch book) or PowerPoint presentation.

.....

What activities could students do **during reading** of the story?

.....

.....

.....

What activities would be appropriate for **after reading** your story?

.....

.....

.....

Is your story a **good story**? What will you do to improve your next Little Book story?

.....

.....

Listen to discussion from your group members about your Little Book story.

### 8.0.5. Enhance your Little Book for Increased Motivation and Fun!

One or more of the three opening pages in your Little Book can be used for a Pop-Up figure.

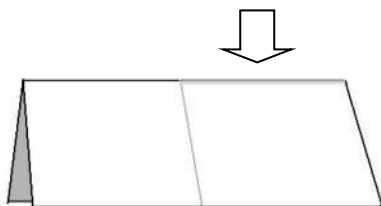
#### 8.0.5.1 First, practise making a Pop-Up with a greeting card



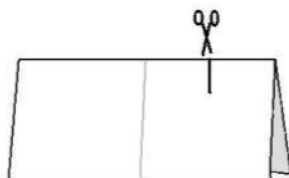
Fold the paper in half.



Fold the paper in half a second time to create a greeting card.



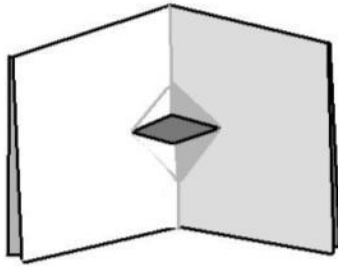
Unfold the paper completely, and refold longways. The inside fold of the card is now reversed. This is where the pop-up will be.



To make a mouth, make one cut – make sure you don't go more than half-way across.



Fold both corners forward and back to make sure the folds have clear creases.



Unfold, and re-fold as a card. Push the pop-up section from inside to create the mouth. Draw the character, and add writing.

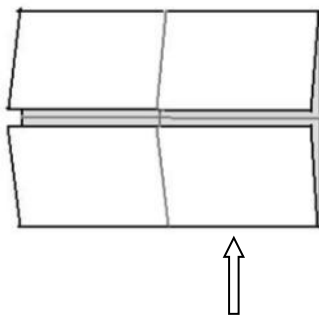
### 8.0.5.2 Create pop-ups in one or more of the inside pages of your little book.

First create a little book. It's a good idea to take a note of which page is which, and which is the outside cover – maybe put some pencil notes.

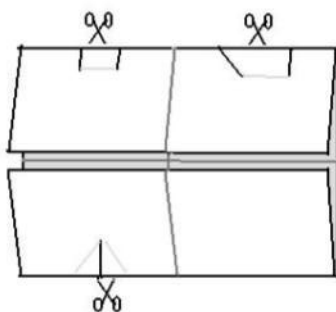
Then unfold it and fold the edges (of the short sides) into the middle so that the inside (valley) fold for each page is now folded the other way (mountain/peak).

The cut is here, around the back.

Notice which section is the cover, and make cuts in one or more of the other three sections to make your pop-ups.



Think about the story you want to write, and which, if any, sections you want to make pop out.



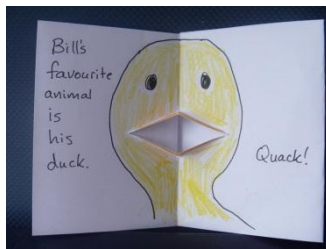
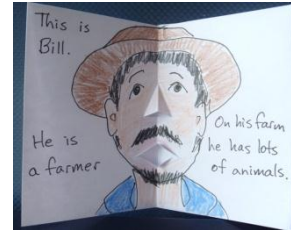
Your pop out should be a simple shape, symmetrical, and joined to the pages at both sides.

**Here are some examples:**



Two box-shaped cuts can be buildings. The book has been turned sideways, to landscape orientation.

Two cuts, one for the nose (with only one side of the cut folded) and one for the mouth.



A single cut has been made into the duck's bill, or a bird's beak.



And here into a wolf's mouth.

## Session 9 “Presentation”

### 9.0 Presentation of your workshop task

## Workshop Task

This is a homework or free time task to be completed during the 3 days of the workshop.

1. Read at least ten (10) *children's* books (in English).

Try to read across the full range of ability levels – at least one from the very simple stages, and at least one designed for children in year 6 or so.

Where can you find the books?

- Bookshops ... buy some to use in the classroom, or (carefully!) read them while you stand there.
- Libraries – the school library, the state library, a library shelf in your classroom. Investigate where you, and your students, can find suitable books.
- Online – there are often eBooks and stories available on line. Search and investigate. (Try [www.childrenslibrary.org](http://www.childrenslibrary.org) , and <http://www.childrensbooksforever.com/> )

2. Keep a journal of what you read.

*Firstly*, list the books that you read.

*Secondly*, comment on the books you read. You could use the form in Appendix 1, or write notes in your own format. Comment from your point of view as an adult and teacher.

3. Present your findings

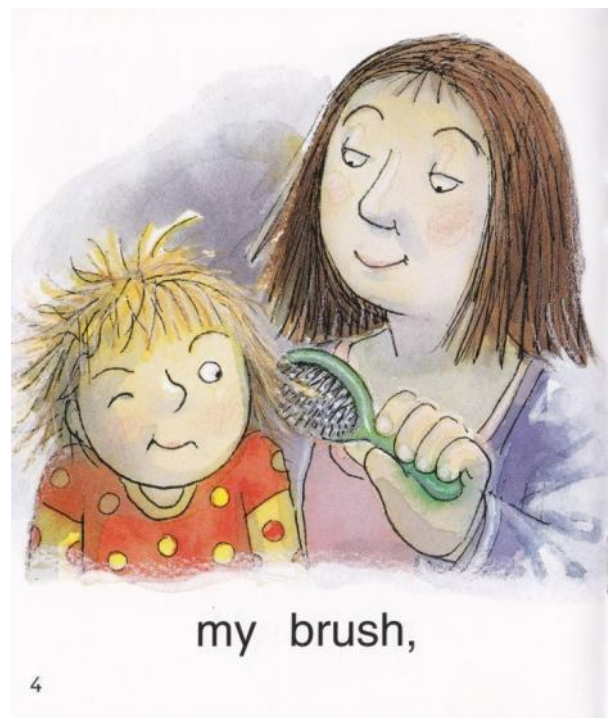
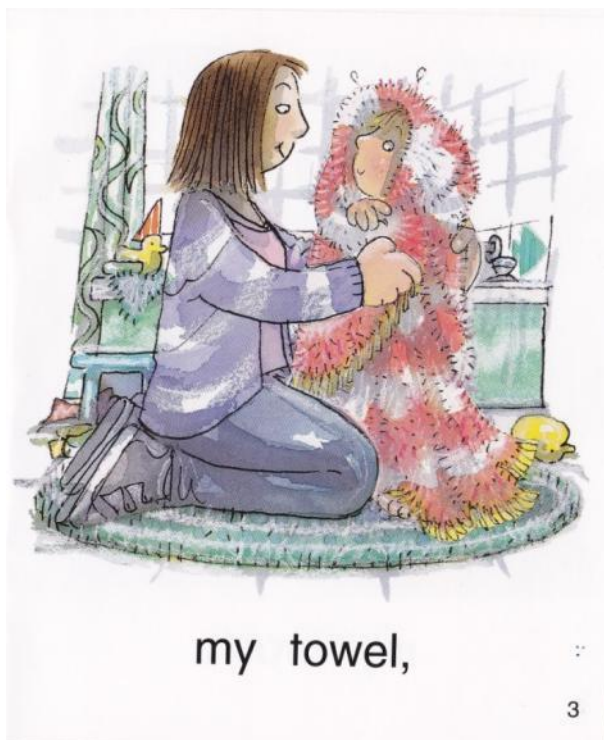
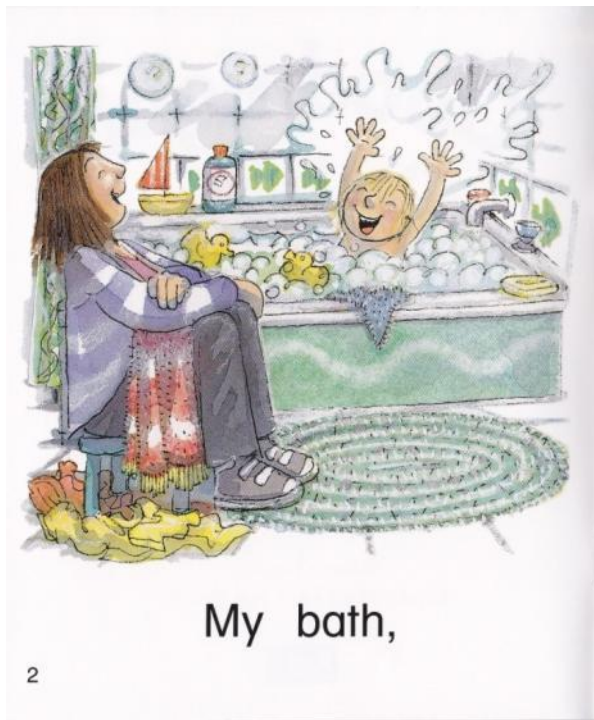
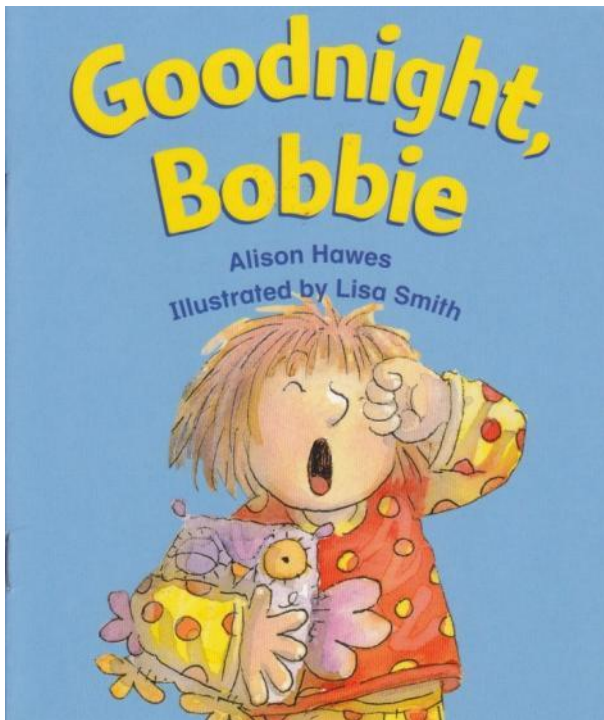
Be prepared to present your findings to the group during the last session.

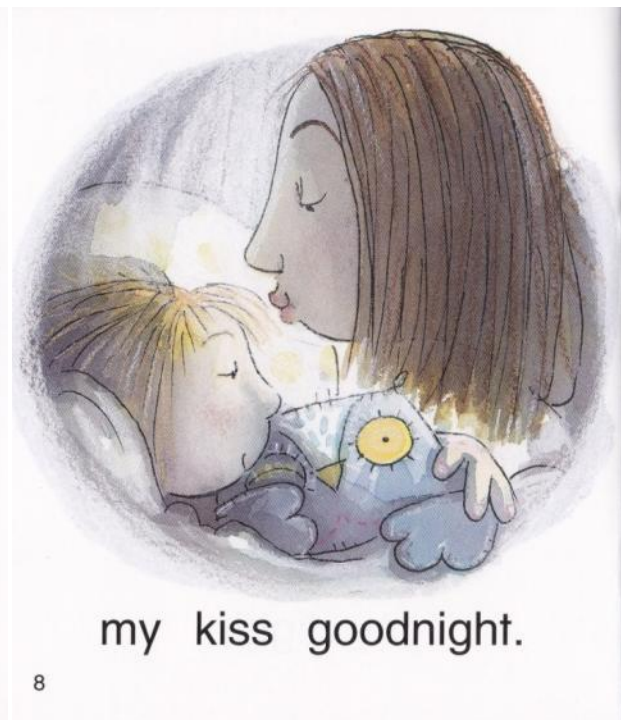
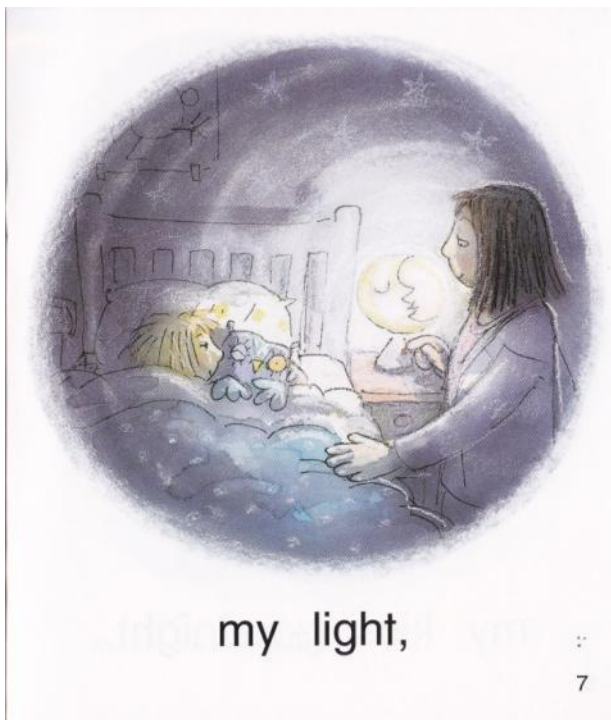
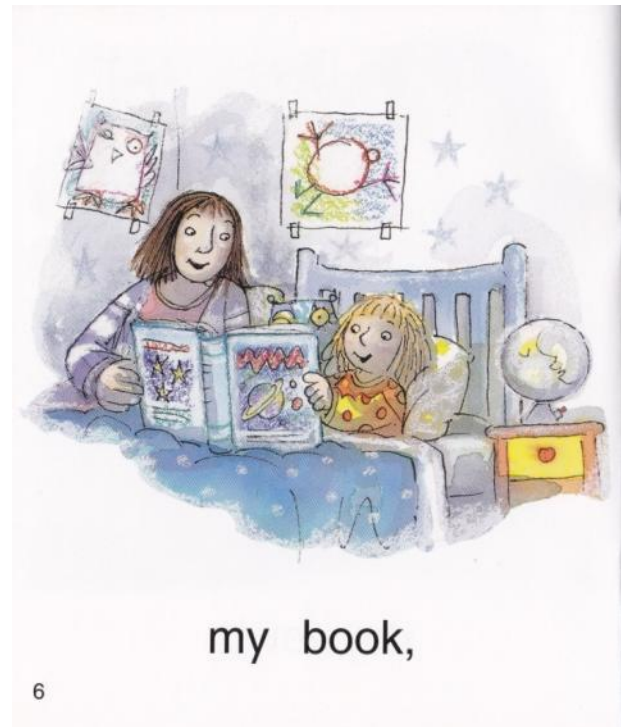
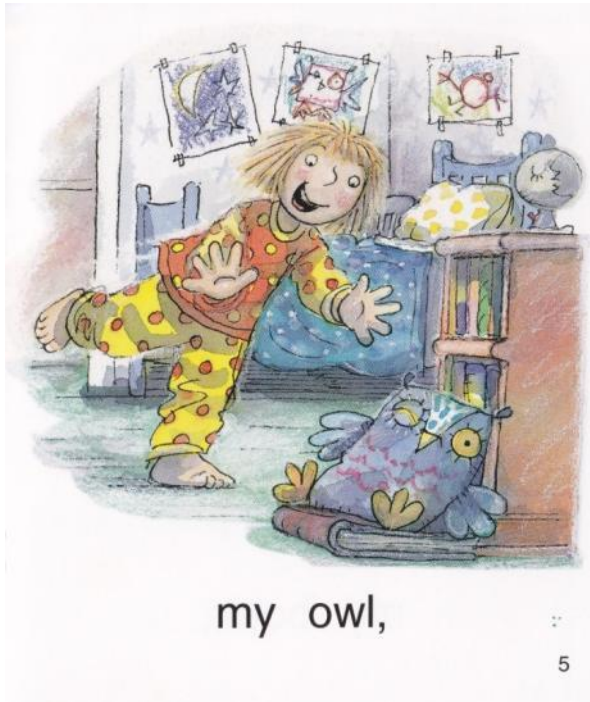


## Appendix 1: Form for Journal on Children's Books

Title						
Author						
Fiction / Non-fiction						
Origin (country)						
Interest Age Level		3-5	6-8	9-11	12-14	15+
Reading Ability Level – as marked						
Reading Ability – your judgment						
Culturally suitable / appropriate		yes			no	
Would children enjoy reading it?		yes			no	
Would it be good for reading aloud?		yes			no	
General Comments						
Graphophonics points to learn						
Sight Words to learn						
Moral Values to learn						
Pre-reading activities						
Post-reading activities						
Other						

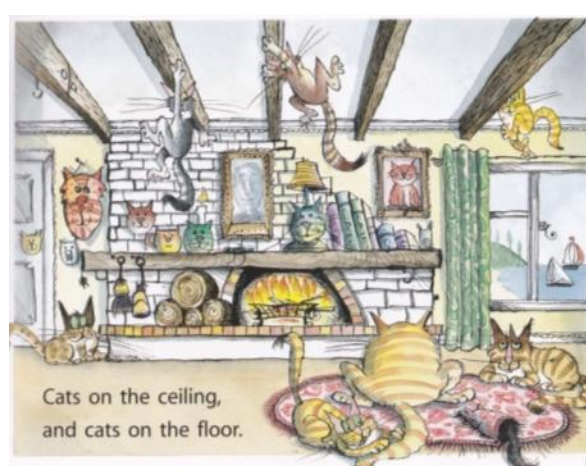
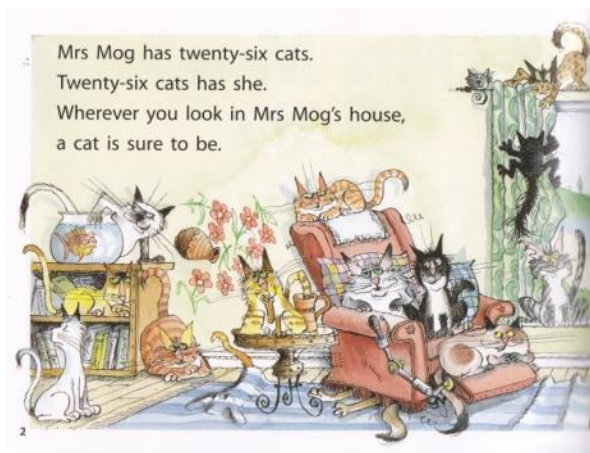
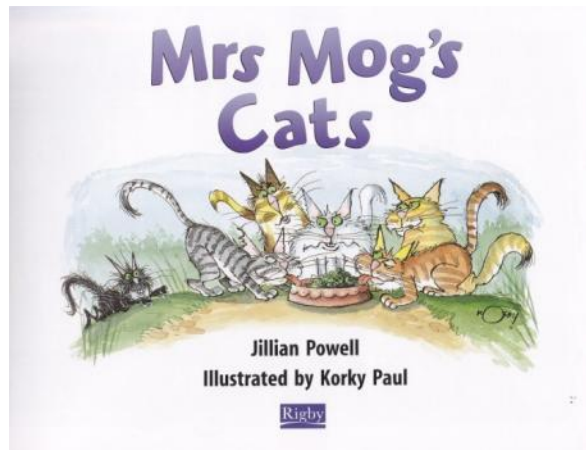
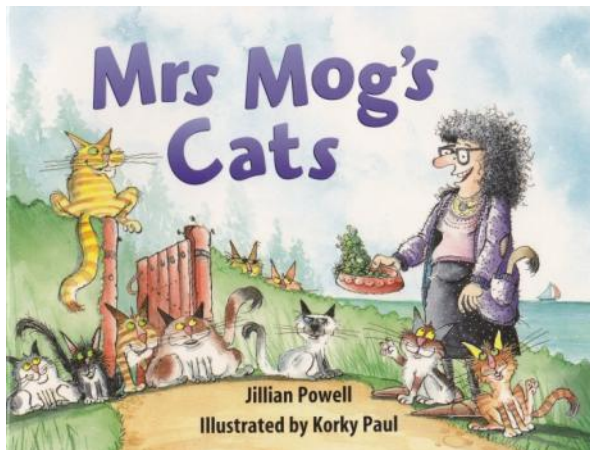
## Appendix 2: Goodnight Bobbie



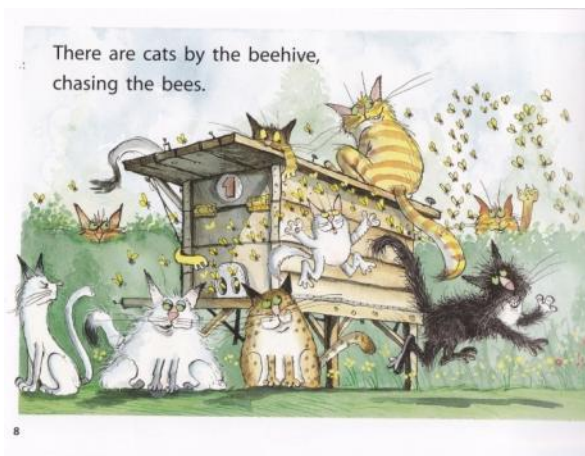
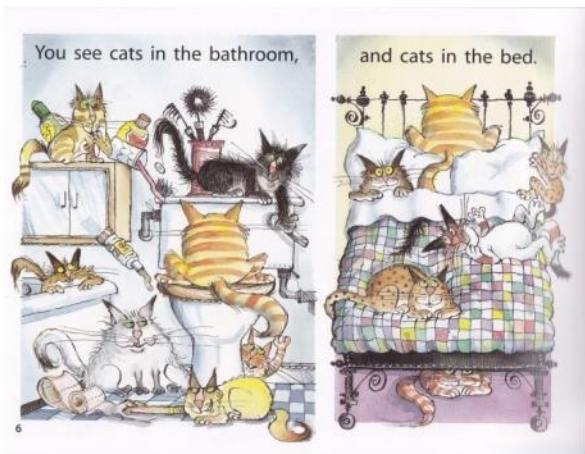




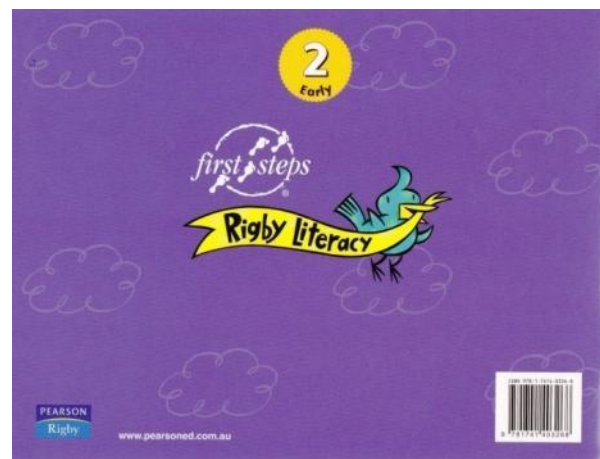
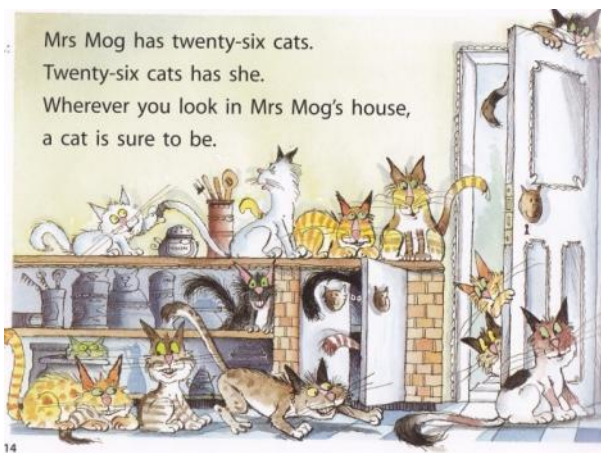
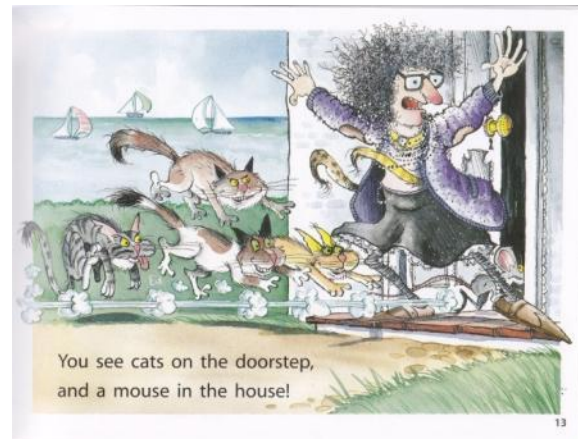
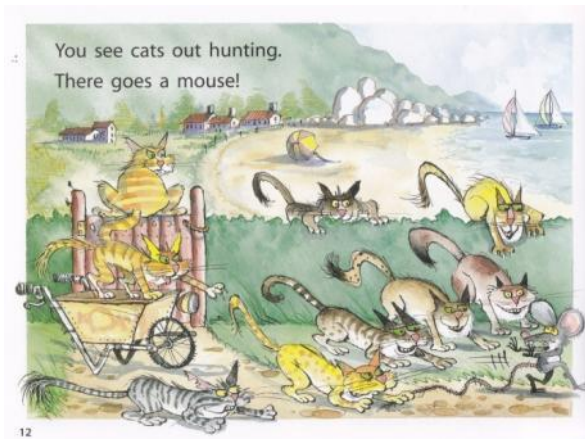
## Appendix 3: Mrs Mog's Cats





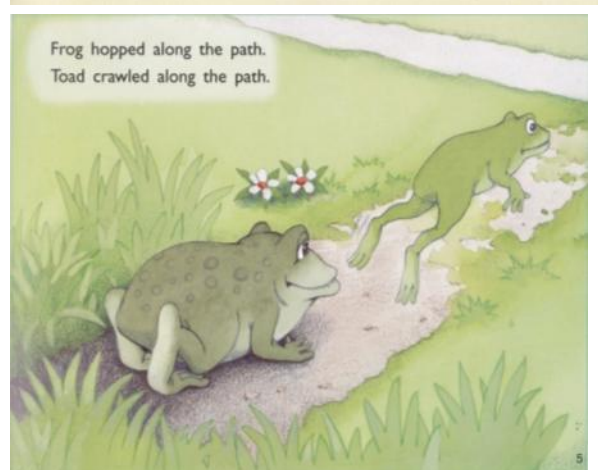
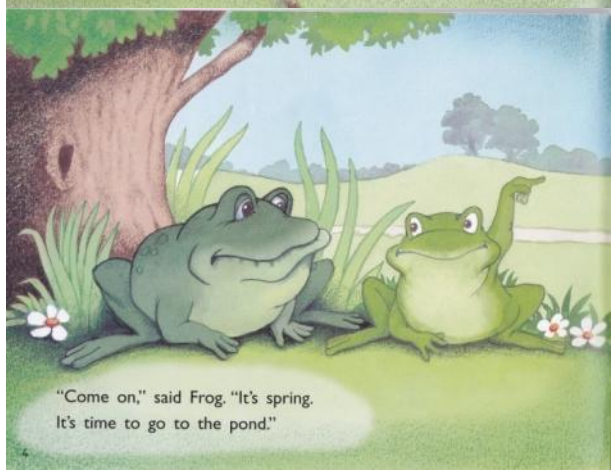
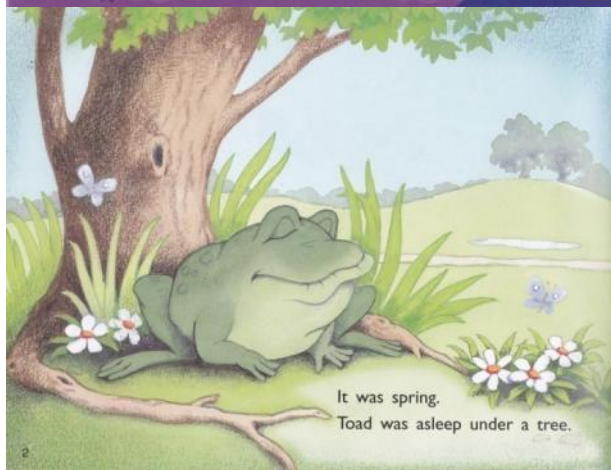
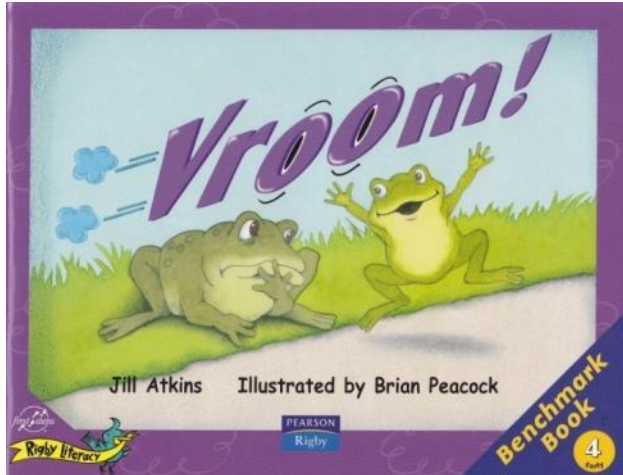


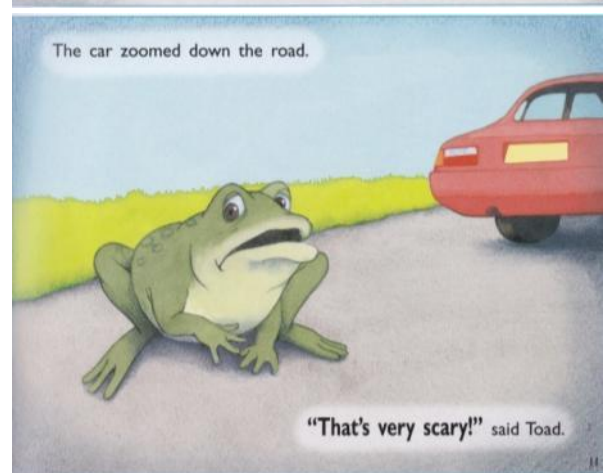
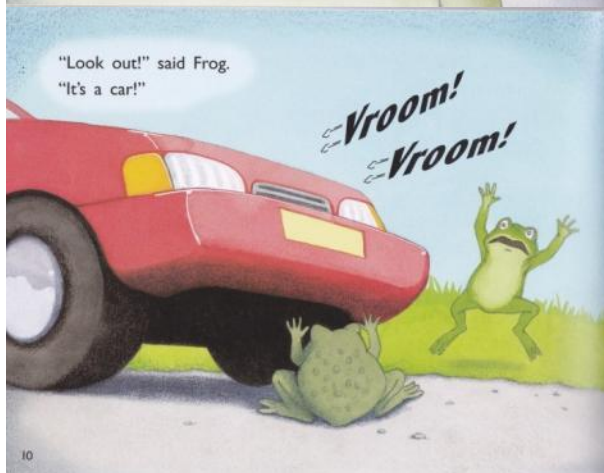
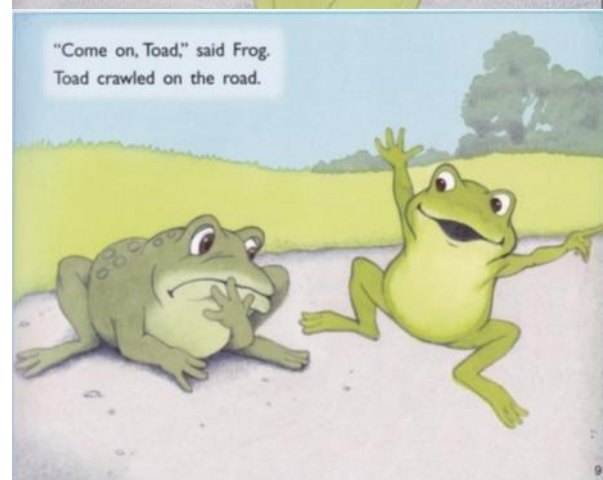
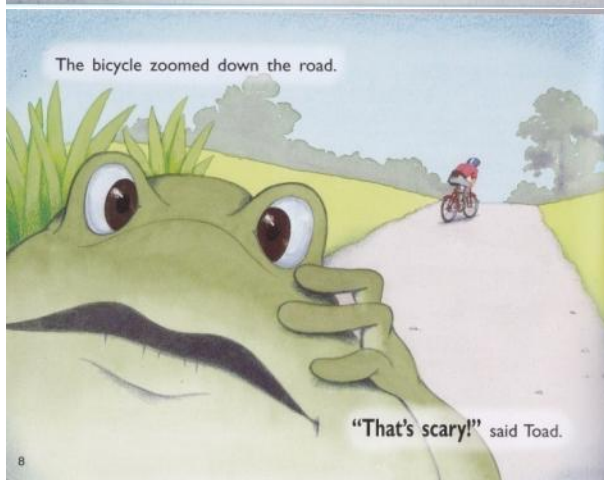
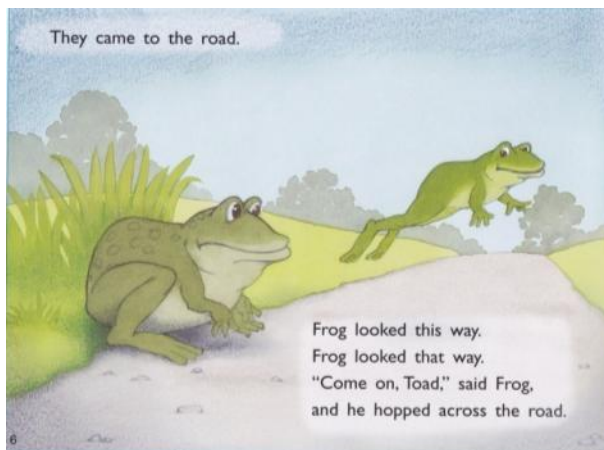




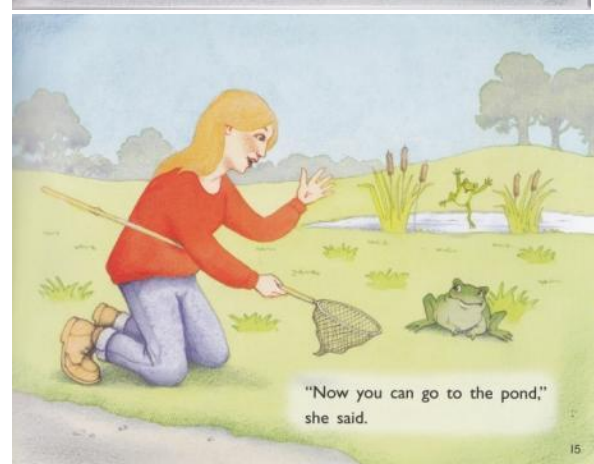
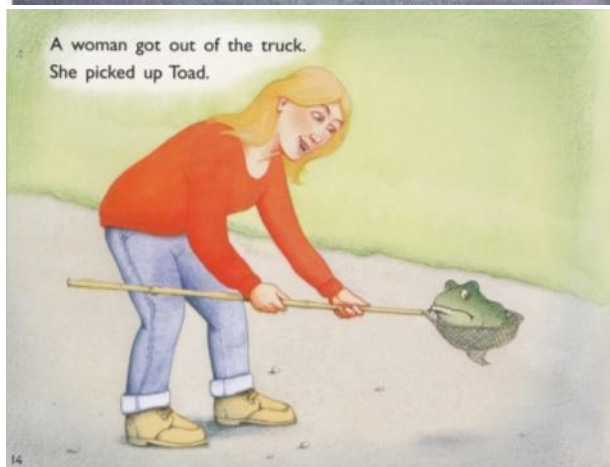
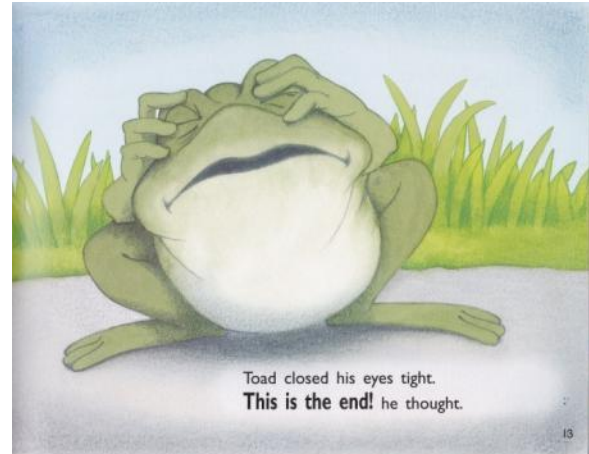
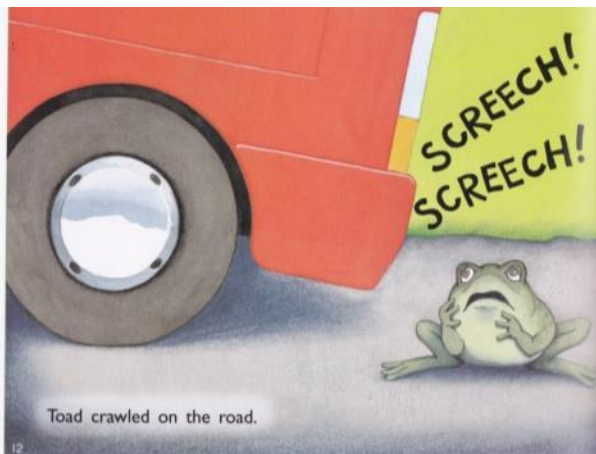


## Appendix 4: Vroom









## Appendix 5: FALLING BOY by Paul Jennings

Here is a list of things I am good at. A cross means no good. A tick means excellent.

Running x

Football x

Maths x

English x

I.T. Studies x

Girls x

Looks x

Skateboarding x

Being a dork ✓

Bike Riding x

Drawing x

Washing Up x

Lawn Mowing x

Flying ✓

Being a dork gets a tick because that's what I am. People think I am weird. Even Mum (although she is nice about it). The kids at school basically avoid me. I spend most of the time at recess floating around on my own.

The other kids don't seem to see things the same way as me. For example - once, our teacher, Jenny took us all out onto the oval and told us to lie down on the grass.

'Look up at the clouds,' she said. 'Look for pictures and tell me what you see.'

We all looked up at the clouds in silence.

Straight away I could see a cloud that looked like the girl who answers the phones at the car-wash on Saturdays. I was crazy about her but she just turned away when I smiled at her through the window.

As we lay on our backs looking up I imagined lots of things. That bit of fluffy cloud up there was the car-wash girl's face. The white stuff was her hair flying out behind her. And the black cloud with the white edges was the outline of her body. She was hanging onto my back as we plunged down to earth. I was her parachute instructor and she was in love with me.

Just above that was a long stretch of thin cloud. That was a Concord jet with passengers staring out in amazement as I free-fell towards the earth with the car-wash girl on my back.

My outstretched hands were joined to a group of small clouds. In my mind they were monkeys. No one in the world had ever made a parachute ring with monkeys before. Especially the rare Chimpo-cricket monkeys with green tails and red bottoms that glowed in the dark. They communicated with chirping sounds which they made by rubbing their long ears together. Like crickets.

Jenny's voice interrupted my thoughts. 'Well,' class,' she said. 'What do you see in the clouds?'

After a bit, Sean Green spoke up. 'A duck,' he said.

'A car,' said Amanda Chow.

'A snake,' said Oliver Jones.

'They are all very good imaginings,' said Jenny. 'What about you, Ricky? What do you see?'

I made a big mistake. I told them. Everything. Even the bit about the car-wash girl.

When I had finished there was a long silence. 'That's very good,' said Jenny.

No one else thought so. Sean Green was circling his ear with one finger to show that I was crazy.

Amanda Chow just glared. This was especially hurtful. Girls didn't seem to like me. And I wanted them to. What was the trick to it? I didn't have a clue.

Oliver Jones stuck one finger in his mouth and pretended to vomit.

I just don't get it. I told them what I saw. But no one else saw it. They don't like me. I wish I was one of the crowd. But I am a loner.

I definitely get a tick for being a dork.

But there is one good thing on the list. Oh, yes, I also get a tick for flying. And that's because I can.

It all started when I was a little kid. I used to go leaping off small rocks. I would put my hands up in the air like Superman and jump up a few centimetres. I wanted to fly. Oh, how I wanted to fly. It wasn't so much for being up there with the birds or floating around in the clouds taking in the view.

I wanted everyone to see me. I wanted them to point up and say, 'Look at Ricky. He's flying.' I wanted their eyes to bug out. I wanted them to faint with surprise. I wanted to be the most famous person in the world.

Nothing ever happened though. Every time I jumped up I just landed back on my feet.

Once I tried it from the garage roof. I thought, 'Believe in yourself, Ricky'.

Dad was always telling me that. 'Go for it, Ricky' he used to say. 'Nothing ever happens unless you take a risk.'

So I climbed up the back fence and pulled myself onto the roof. It was a long way down. I closed my eyes, yelled out, 'Gigantor' at the top of my voice and leapt forward with outstretched hands.

After I got back from hospital I decided on a new approach.

From then on I tried using the power of my mind to lift myself up - levitation. I would screw up my eyes and try to fly just by thinking about it. I would imagine my feet slowly rising as I chanted. 'Fly, fly, fly.'

It didn't work. But I didn't give up. Every day I would try again. 'Fly, fly, fly.'

Once I was in the kitchen trying hard. I screwed up my eyes and concentrated. I tried to lift my feet off the floor. Just by brain power.

'Fly, fly, fly,' I said aloud.

At that very moment Mum walked in. 'Where?' she said.

'Anywhere,' I said. 'Just up.'

Mum looked at the ceiling. 'I can't see it,' she said.

'See what?' I said.

'The fly. There's a lot of them around this year.'

'No,' I yelled. 'Not that sort of fly. I'm trying to lift my feet off the ground. I want to fly. Up in the air.'

Mum looked worried. 'Have you talked to your father about this?' she said. I thought she was going to tell me to have a talk to the school counsellor.

'I'm not, strange,' I yelled. 'Dad said you can do anything if you try hard enough.'

'Well not everything,' said Mum.

'Is he a liar then?

'No, he just gets carried away.'

'I believe him,' I said. 'I'm going to fly.'

'I don't think that's a good idea,' said Mum.

'I'll bet you fifty dollars,' I said.

'You haven't got fifty dollars,' said Mum.

She always has an answer for everything, does Mum. It's annoying.

I wagged my finger at her like she does sometimes. 'Dad always says, "Put your money where your mouth is."'

'No,' she said. 'I'm not going to bet. 'Instead of trying to fly, why don't you go up to your room and clean it up?'

'For ten dollars?' I said.

'For nothing,' said Mum. 'It's your room.'

'I'm saving up to go to Water World and have a ride on the Super Sucker Water Slide. Every kid in my class has been to Water World except me.'

Mum snorted. 'I've heard that one a million times before,' she said. 'But I tell you what. If you stop that silly business of trying to fly I'll take you to Water World.'

I thought about it. I thought about it real hard. I really, really wanted to go to Water World and ride the Super Sucker. But something inside me told me not to. I knew that one day I would fly.

'No thanks,' I said. Mum shook her head and looked at me in a worried way and walked out of the kitchen.

I decided to try again. I closed my eyes, clenched my teeth and concentrated on rising up into the air. I could feel my brain getting hot. I felt as if my skull was going to explode. My face was burning.

'Fly, fly, fly.' I made a picture in my mind of my feet lifting off the ground. Nothing happened. I tried even harder. I could just imagine my brains splattering on the walls if I didn't stop.

Harder, harder, harder. 'Fly, fly, fly.'

Slowly my feet started to lift off the floor. It was amazing. I had lifted about fifty centimetres in the air. It felt like walking on water. 'Whoo, hoo,' I yelled. 'Look at me. Look at me. I can fly.'

Mum rushed into the room followed quickly by Dad. I dropped to the floor like a stone.

'What? What? What?' she yelled.

'I flew. I flew. Did you see it?'

'I saw you give a little jump, Ricky.' Now she had a really worried look on her face. She must have thought I was losing my marbles.

'No, no, I flew.'

'Don't do it,' said Mum. 'Join the football team or something sensible.'

'I did, I did it, I flew,' I shouted. 'Watch this.'

I closed my eyes and concentrated. 'Fly, fly, fly,' I said to myself. 'Lift off the ground. Feet rise up.'

My brain was boiling. My skull felt like the shell of a hand grenade about to go off. But nothing happened. I gave it one last, desperate try. My toes tingled but I didn't move even a millimetre. I groaned with the effort of it. But it was no use.

'Stop, it,' said Mum. 'You will do yourself an injury.'

I opened my eyes. 'I did fly,' I yelled. But even as I said the words I started to doubt. Was it a dream? Was I going nuts? Did I really lift off the ground when she left me alone in the kitchen?

'I did fly,' I said. 'My feet ...' The words trailed away.

I turned to Dad. 'Did you want to fly when you were a kid?'

He nodded slowly.

Yes said Mum. 'But it didn't work for him, either.'

'What do you mean?' I said.

'Don't,' said Dad. But Mum tightened her lips and kept talking.

'It was when you were just a baby, Ricky. You know that old lady over the back fence?'

'Mrs Briggs?'

'Yes. Her kitten got stuck up the flag pole in the front yard. She was crying something terrible and there was no one there to help. Except Dad. She rushed inside to call the fire brigade and while she was gone he shinned up the pole like a monkey.'

I stared at Dad with pride. 'You climbed a flag pole to save a kitten? You are a hero, Dad.'

Dad blushed.

'Except,' said Mum. 'That when Mrs Briggs came outside, the kitten was down on the ground and your father was stuck up the top of the pole. He couldn't get down.'

'That's enough, Mary,' said Dad. 'He doesn't want to know all this.'

Mum kept going.

'Everyone in the street came to look. There he was – a grown man sitting on top of a flag pole and couldn't get down. By the time the fire brigade came to save him there were hundreds of people watching.'

'Wow,' I said.

Dad gave a little groan.

'It was on the television,' said Mum. 'We were a laughing stock. That cat had saved itself and climbed down. And your father got stuck. The whole country knew that he climbed a flag pole and couldn't get down. That's how well he could fly.'

She gave a little smile and then she added. 'But I still love him.'

'So do I,' I said.

'Believe in yourself, Ricky,' said Dad.

'I do, Dad,' I said. 'I believe in myself.'

I did fly. Just a bit. I lifted myself off the ground. But no one else knew.

No one at all.

\*

The next morning I put on my back pack and walked slowly to school. I went through the park so that I could try to lift myself off the ground with the power of thought. I didn't want anyone to see me going red in the face and groaning with the effort.

I stopped half way across the park and checked things out. There was no one around – only a spotted dog with its head inside a rubbish bin. It was sniffing around for scraps.

I stood still and concentrated. 'Fly, fly, fly,' I said under my breath. I could feel my ears growing hot. I could feel my eyes throbbing. I could feel ... my feet lifting. I was doing it. I was really, really flying. Not high, just a few centimetres off the ground.

Now I needed someone to see me. Now I needed someone to almost faint at the sight of my amazing powers.

'Look at me,' I shouted to the empty park.

The dog looked. It pulled its head out of the bin and stared at me. And I plopped straight down to the ground.

I closed my eyes and tried again. I strained and strained but nothing happened.

I walked away from the dog and along the winding path. One more try. I would give it one more go. There was nothing I wanted more than to get to school and demonstrate my flying ability.



I concentrated really hard. And once again it happened. Slowly I rose from the ground. I looked around but there was no one in sight.

The word, 'forward' sprung into mind. Slowly I began to move along the path floating just a few centimetres above the ground. 'Higher,' I said to myself. I rose about fifty centimetres more. I was skating along the path and my feet weren't even touching the ground.

This was amazing. This was fantastic. Incredible. It was like skidding along on ice except there was nothing under my feet but air.

I flew around a tree. There was a sign saying, DON'T WALK ON THE GRASS. I didn't. I flew out over it, standing upright and just shooting along as if my body was filled with helium.

A gardener appeared from behind a bush. He stared at me. I fell heavily and crumpled onto the grass.

'Hey,' he yelled. 'Can't you read? Get off there you little brat.'

I ran to the other side of the lawn and disappeared into the bushes. I tried to make sense of it. Sometimes I could fly and sometimes I couldn't. I needed to show someone. I needed someone to believe in me. Then everything would be okay.

A far off beeping noise floated through the trees. It was the school bell. I was going to be late. There would be big trouble if I was late.

'Up,' I said to myself.

Up I went. Not high. Just a little bit.

'Forward,' I said. I began to skid forward on nothing.

'Faster,' I said. I went faster.

I didn't say anything to myself, I didn't have to. I just thought it. Brain power was enough.

Faster and faster I sped through the park, standing straight up and skidding forward like a bishop on a chess board. It was fantastic. The feeling of speed and power and lightness filled my head. I was dizzy with happiness.

I sped along in silence. My heart was thumping. I was so excited. This was my big chance. Everyone was going to see me fly. The school gate came into view.

There were kids all gathered around staring at something on the ground. No one was looking at me.

Except one little girl. She gave a gasp. I fell straight down and landed with a small plop. The little girl shook her head and joined the other kids. They were all staring down into the ground. There was orange netting surrounding a deep hole where workers had been digging for several days.

But there were no workers. Only kids.

'What's going on?' I said.

No one answered me so I looked for myself.

It was the spotted dog. It had fallen down the hole and was unconscious at the bottom. The little girl started to cry. It was a very deep hole.

Suddenly a voice said, 'In to school everyone. Quick. We will call the fire brigade.'

It was our teacher, Jenny. She picked up the little girl and headed for the school office.

Everyone shuffled in. Everyone except me.

I was alone at the edge of the hole.

'Up,' I said.

I floated up.

'Forward.' I was hovering over the hole. It was a long way drop to the bottom. I would die if I fell.

'Down.' I began to descend. Down, down, down.

It was dark and cold. I landed gently on my feet at the bottom of the hole. The dog was lying on its side with its eyes closed. I gently picked it up and cradled it in my arms.

'Up,' I said.

Up I went. Up, up, up - nearly half way. The dog opened its eyes and stared at me.

Shoot. I began to fall. Crash. Smash. I hit the muddy bottom. Gees it hurt. My ankle was twisted and every bone in my body jarred. I groaned in agony.

The little dog was okay, still cradled in my arms. I could hear shouting and yelling from above.

'I get it,' I said to the dog. 'Now I see.'

I had to be quick.

I took off my back pack and tipped out my books. Then I put the empty pack over the little dog's head. There was muffled barking but I ignored it.

'Up,'

Slowly I floated up. I stopped when my head was just below the top. I closed my eyes and gave myself an instruction. Up, over the edge and down. That's just what happened. To the amazement of the teachers hurrying across the yard I seemed to just plop out of the hole with the dog.

Jenny took the dog from my arms. The other teachers peered down the hole.

'How did you do that?'

'It's five metres deep and smooth.'

'Impossible.'

'The kid's a mountain goat.'

'A monkey more like it.'

They were all patting me on the back.

'You should have waited,' said Jenny. 'It was dangerous.'

'How did you do it?'

'I flew,' I said.

The teachers laughed.

'He has a sense of humour too.'

So I was a hero. Sort of. They stood me on the platform at school assembly. I was told off for climbing down the hole because it was dangerous. And I was praised for bravery and climbing skills.

Everyone was nice to me. But no one believed I could fly.

Dad was waiting for me after school. As we walked home I told him the whole story. The true story. I knew he wouldn't believe it.

We sat down on a bench just over the road from the town hall. The Australian flag flew from a pole right up on the top. It was growing late and a man was just pulling the flag down. He wrapped it up and went inside.

'I know you don't believe me,' I said to Dad. 'But I can fly.'

'How do you feel about that?' he said.

Why did Dad say that? It's the sort of thing the school counsellor asks you. Why couldn't he just believe me? I mean, I was a hero.

I thought for a bit. 'It's lonely,' I said. 'No one else can do it. Not one person in the whole world. There's no one to talk to about it. No one to share the fun. Or the scary bits. No one to help or give advice.'

Dad nodded but didn't say anything. He didn't even seem to be listening but I went on with what I was saying.

'There are lots of people in the world who play violins or lay bricks or build houses or climb mountains and they can all talk to each other about it. But I am the only one who can fly in the air. The only one. And no one believes me. Not even Mum. Or you.'

Dad stared at the footpath. Finally he spoke.

'Close your eyes.'

'What?'

He looked along the empty street. 'Just do it. Close your eyes and count to ten.'

I did as he said. When I reached ten I opened my eyes. He was gone. I looked to the left. I looked to the right. Nothing. No one. Not a soul in sight.

'Up here,' came Dad's voice.

I looked above my head. Still nothing. Then I stared at the top of the town hall. And saw him.  
Perched on the flagpole way up above the clock. Sitting up there and not a cat in sight.

'How did you ... ?'

'Close your eyes and count again,' He yelled.

I did what he said but when I got to five and opened my eyes I could see that he was still coming down. Slowly, slowly like an upright soldier being lowered with invisible hands. He was about two metres above the ground. As soon as my eyes took in the sight he fell like garbage bag full of rocks.

'Ouch,' he screamed as he hit the footpath.

'Dad,' I shouted. 'Sorry, I looked too soon.'

He stood up and dusted himself down. There was a moment of silence. Then he smiled at me.

'I hate that bit of it,' he said.

I grinned.

'Me too,' I said. 'The flying is fantastic...

We both finished the sentence together. '... but we have to smooth out the landings.'

Gees we laughed.

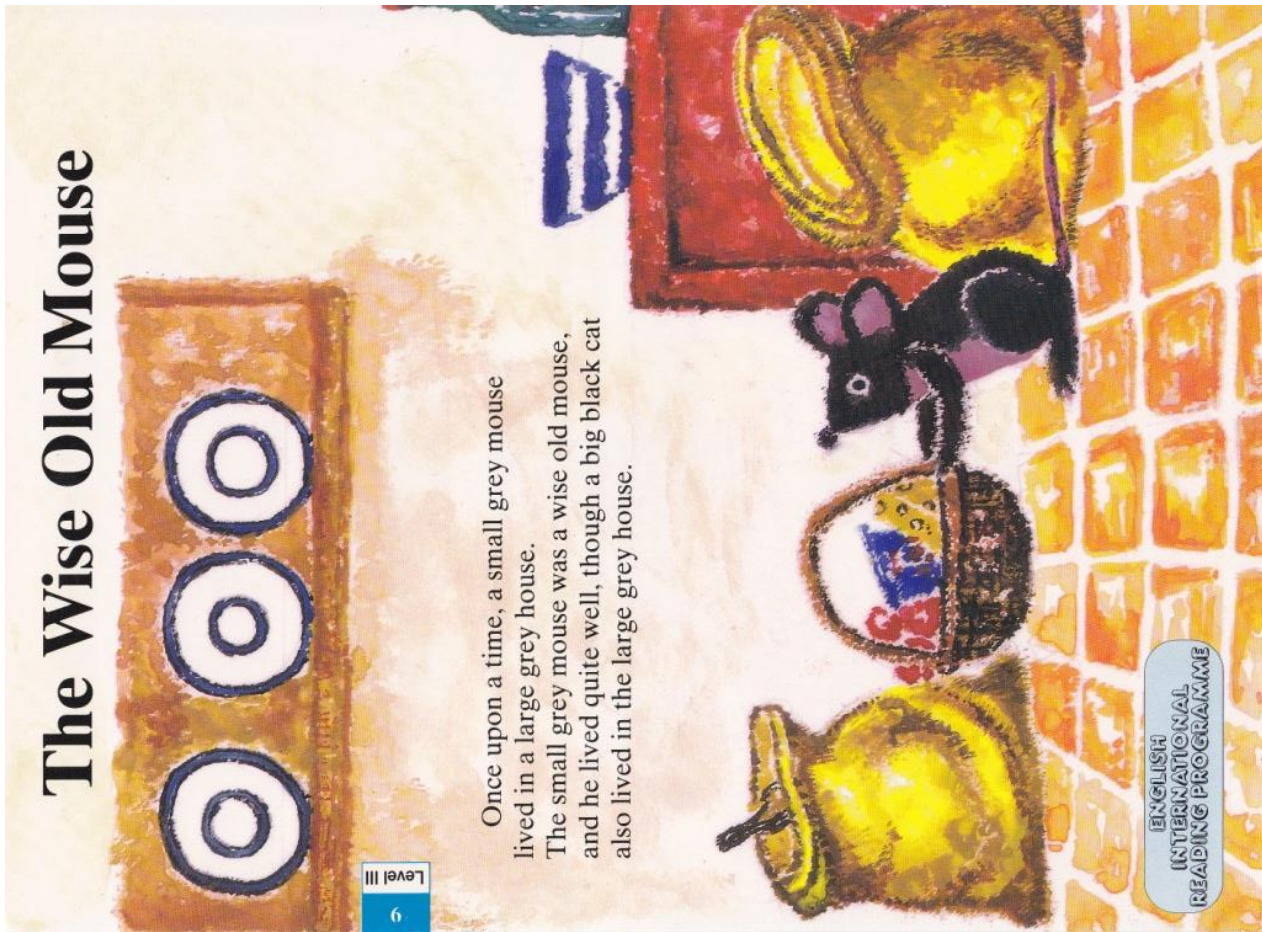
Life was great. Really great.

\*

PS Dad and Mum took me to Water World for saving the dog. The Super Sucker Water Slide was good.

But not nearly as good as flying.

## Appendix 6: The Wise Old Mouse



### Learn Words

Read the sentences below. In each sentence there is a blank. Fill in the blank with a word that makes sense in the sentence from the list of words given below. Write that word in your notebook, along with the number of the sentence.

*nice tasted lived met hole*

6. Aisha \_\_\_\_\_ in Riyadh for many years.
7. George \_\_\_\_\_ the food and said it was too hot.
8. It was a \_\_\_\_\_ day, so I went for a walk.
9. Ram put his money in a \_\_\_\_\_ in the wall.
10. I \_\_\_\_\_ an old friend yesterday.



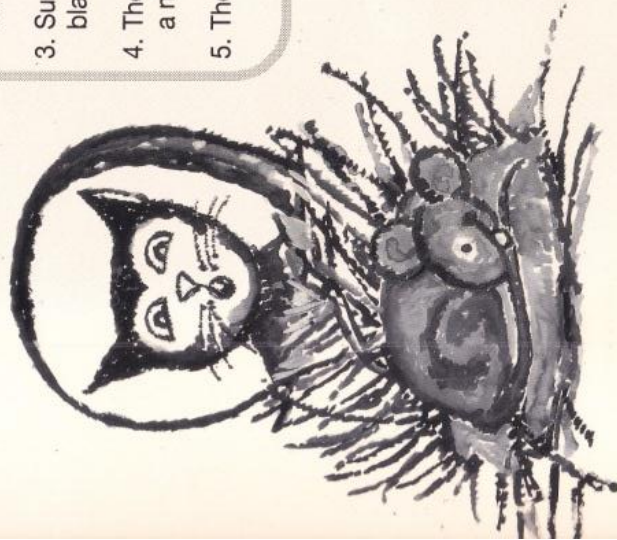


### What does the story say?

Read the sentences below. In each sentence there is a blank. Fill in the blank with the right word from the list of words given below. Write that word in your notebook, along with the number of the sentence.

*kitchen mouse cat day coat*

1. A wise old \_\_\_\_\_ lived in a large grey house.
2. The mouse went to the \_\_\_\_\_ to look for food.
3. Suddenly, he met the big black \_\_\_\_\_.
4. The mouse said he wanted to put on a nice red \_\_\_\_\_.
5. The cat waited for the mouse all \_\_\_\_\_.



One day, the small grey mouse went softly into the kitchen to see if he could get something to eat. Suddenly, he met the big black cat.

"Oh" cried the cat, "this is lucky! Now I shall eat a good dinner."

The mouse saw that he was caught, so he said in a most polite way, "Thank you, Mr Cat, but if I am to come to your house for dinner, I should like first to put on my red Sunday coat. My old grey shirt is not nice enough."

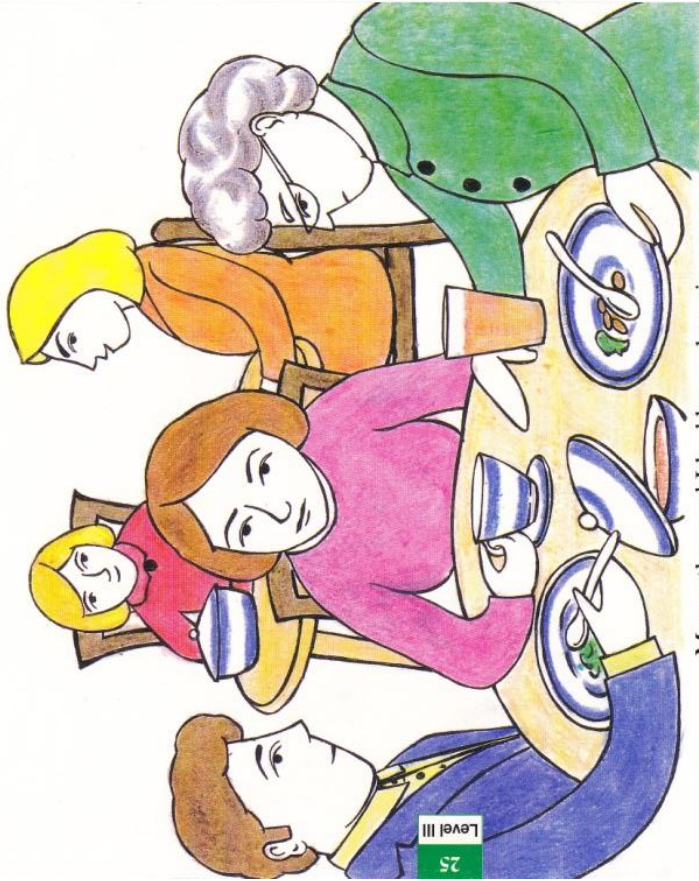
The cat had never seen the mouse wearing his red Sunday coat. "Perhaps he'll taste better," he thought. "Very well, Mr Mouse," he said, "Don't be long, for I'm hungry. I'll wait for you here."

The small grey mouse ran at once into his hole. Mr Cat waited all day. He sang softly to himself, thinking about the good dinner he was going to have. But the small grey mouse never came back.

Since then, this is what people say in Catland: A mouse in an old grey shirt is sweeter than a mouse in a red Sunday coat.

## Appendix 7: Just Like Mother

### Just like Mother



My mother and I had been shopping all morning when we felt hungry. We went to a restaurant for lunch. At a table close by, there were three people — an old woman and two young people who looked like her daughter and son-in-law.

ENGLISH  
INTERNATIONAL  
READING PROGRAMME

#### Learn Words

Read the sentences below. In each sentence there is a blank. Fill in the blank with a word that makes sense in the sentence, from the list of words given below. Write that word in your notebook, along with the number of the sentence.

*hungry smiled morning finished quietly*

6. I go for an early \_\_\_\_\_ walk every day.
7. Have you \_\_\_\_\_ your homework?
8. The student \_\_\_\_\_ at his teacher and greeted him.
9. The baby cried all night because he was \_\_\_\_\_.
10. The cat walked \_\_\_\_\_ into the kitchen and drank up all the milk.



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### What does the story say?

Read the sentences below. In each sentence there is a blank. Fill in the blank with the right word from the list of words given below.

Write that word in your notebook, along with the number of the sentence.

*beautiful unhappy cheek Grandmother seated*

1. Three people were \_\_\_\_\_ at a table close by.
2. The old woman looked \_\_\_\_\_.
3. The old woman had a \_\_\_\_\_ smile on her face as Mother kissed her.
4. She turned her \_\_\_\_\_ so that Mother could kiss her.
5. Neither my mother nor I thought she looked like \_\_\_\_\_.



They ate silently, and the old woman looked unhappy.  
I saw Mother looking at them while we were eating.

When we had finished lunch, Mother walked to their table. "I had to come and talk to you," she said, as she put her arm around the unhappy old woman. "You look so much like my mother. May I put my arms around you?"

The old woman smiled a beautiful smile as she held my mother in her arms. She even turned her lined cheek for my mother's kiss.

After we left the restaurant, I said to Mother, "That was really nice of you, Mother. But I didn't think she looked like Grandmother at all."

"Neither did I," said Mother happily.

restaurant : a place where you can buy and eat food

## Appendix 8: Phonemic Chart

This phonemic chart is copied from the website [phonemicchart.com](http://phonemicchart.com). On the website it is simple to click on each symbol and then copy and paste from the website into your document.

i:	ɪ	ʊ	u:	ɪə	eɪ	/
sheep	ship	book	shoot	here	wait	
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ
left	teacher	her	door	tourist	coin	show
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ
hat	up	far	on	hair	like	mouth

p	b	t	d	tʃ	dʒ	k	g
pea	boat	tree	dog	cheese	joke	coin	go
f	v	θ	ð	s	z	ʃ	ʒ
free	video	thing	this	see	zoo	sheep	television
m	n	ŋ	h	l	r	w	j
mouse	now	thing	hope	love	run	we	you