

# My Story

## Emergent Literacy

Dear Fellow Teacher,

**D** Here are some instructions to help you use this book! "My Story" focuses on emergent literacy, a personalized, holistic framework. The concept of the book is based on moving from the whole to the parts and then back to the whole. It also promotes fluency, spontaneous oral production, learner choice and voice. It is addressed to Junior A students and is adopted before alphabet or phonics teaching. It takes two weeks to cover, alongside with your Junior A course-book.

First things first! Don't forget to start with the book cover; write each student's name on the board and ask them to copy their names on the cover. It is important for the students to understand that this is their book and therefore, their own special story.

Then, you are all ready to begin your journey! Move to the first spread and describe it with the students by asking questions such as "What do you see here?", "What is happening here?", "Can you see any animals?", "What else can you see?", "Where are the animals?"

Explain to the students that they can choose which words they want to write. They can write them in the boxes or anywhere else they want on the page. Write the words each student chooses on the board so that they can copy them. Do not correct if they make mistakes. Read the words aloud, make sentences with them, such as "Look there's a fox! A beautiful fox!". You can carry on to the next spread of the story when you feel the students are ready/ want to move on.





For homework, ask them to go back to the page every time and try to remember the words. Also, tell them to add any other words they want to learn, they can draw them in the relevant scene!

Every time you meet with your young learners, go back to the previous pages. Ask them to tell you what they can see. Mime, act out, use vocal variation to tell the story. You can also ask them to complete your sentences, ie "The fox is near the...?" and then point to the tree. Invite them to gradually tell you parts of the story, in very simple words. Do not correct their written or oral production. Play a game by writing words on the board and ask them if they remember what they mean, to mime them, to point at them in their Glossobook etc.

Encourage them to rewrite the words they know from previous pages to the next pages again and again. When you're finished with the story (2-3 lessons), go to the back of the book and ask them to cut out the words and make sentences with them about the story. They can stick the words near the pictures or anywhere else they want on their pages. Ask them to retell THEIR story (each story might have a slightly different version).

*Enjoy*