

# Table of Contents

|   |    |   |    |
|---|----|---|----|
| <b>Introduction</b> .....               | 3  | <b>Paper Lunch Sack Books</b> .....       | 45 |
| <b>How to Use This Resource</b> .....   | 4  | Lion's Lunch Box                          |    |
| <b>A Bonanza of Books</b>               |    | The Seed Song                             |    |
| <b>Lift-the-Flap Books</b> .....        | 5  | <b>Grocery Sack Books</b> .....           | 50 |
| A Teddy Bear's Picnic                   |    | Field Trip Journals                       |    |
| Carrot Book                             |    | Homework Journals                         |    |
| The Lady with the Alligator Purse       |    | <b>Resealable Plastic Bag Books</b> ..... | 52 |
| <b>Envelope Books</b> .....             | 9  | Seasonal Books                            |    |
| The Skin You Live In                    |    | ABC Baggie Books                          |    |
| Sorting Buttons                         |    | Opposites                                 |    |
| I Can Make Words                        |    | <b>Paper Doll Books</b> .....             | 56 |
| <b>Bathroom Tissue Roll Books</b> ..... | 14 | Patterns All around Me Doll               |    |
| A Butterfly Story                       |    | Who Am I?                                 |    |
| Climbing Up the Coconut Tree            |    | <b>Step Books</b> .....                   | 60 |
| Mouse Mixes Paint                       |    | Steps to Making a Snowman                 |    |
| <b>Plastic Bottle Books</b> .....       | 21 | Thanks!                                   |    |
| Message in a Bottle                     |    | <b>Rubber Band and Straw Books</b> .....  | 63 |
| What Is in the Grass?                   |    | Happy Birthday!                           |    |
| Does It Attract?                        |    | What Is in Your Lunch?                    |    |
| What Can Float?                         |    | <b>Necklace Books</b> .....               | 66 |
| <b>Plastic Egg Books</b> .....          | 26 | A Picnic for Your Senses                  |    |
| Egg to Chick                            |    | My Book of -ing                           |    |
| Alphabet Egg Books                      |    | <b>Shape Books</b> .....                  | 70 |
| <b>Film Canister Books</b> .....        | 29 | Ladybug Spots                             |    |
| Bean Counters                           |    | Stocking Stuffers                         |    |
| Orange Is a Carrot                      |    | What Does Bee See?                        |    |
| <b>Paper Plate Books</b> .....          | 33 | Ant Can't, But I Can!                     |    |
| Let's Make a Pizza!                     |    | <b>Die Cut Books</b> .....                | 75 |
| A Family of Fish                        |    | Alphabet Books                            |    |
| <b>Napkin Books</b> .....               | 37 | F Is for Fish                             |    |
| Friends I Love Phone Books              |    | Sh Is for Shell                           |    |
| My Super Snowman                        |    | <b>Photo Album Books</b> .....            | 77 |
| <b>Food Package Books</b> .....         | 40 | Down on the Farm Photo Album              |    |
| Candy Wrapper Books                     |    | Our Little Book of Numbers                |    |
| Cereal Box Books                        |    | <b>Photocopied Picture Books</b> .....    | 79 |
| Snack Chip Bag Books                    |    | M Is for Me!                              |    |
| Mint Candy Box Books                    |    | How Many in All?                          |    |

# Introduction

Most every child delights in changing an everyday object into a functional tool. Whether it is a drum made from a pot and two spoons or a telephone fashioned from a banana, a child can turn just about anything into a prop for a story or an adventure. *Bookmaking Bonanza* capitalizes on children's imaginations and their talent for pretending to help them develop fundamental reading and writing skills.

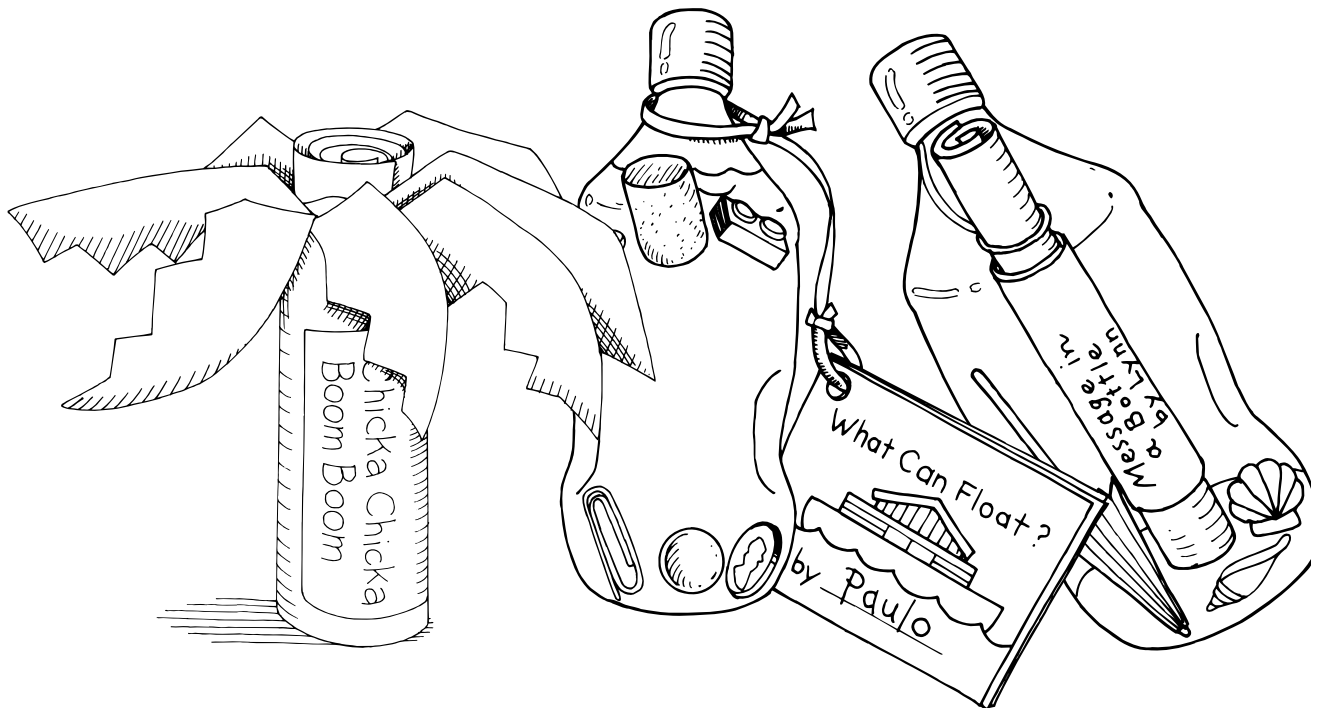
This resource shows you how to help children transform empty cereal boxes, paper napkins, and other household objects into books that explore the five critical areas of balanced reading instruction: **phonemic awareness, phonics, fluency, vocabulary, and text comprehension**. It also explains how to expand 51 different research-based, classroom-tested bookmaking activities into modeled or shared writing lessons that teach basic skills and reinforce reading strategies.

The clever ideas in *Bookmaking Bonanza* motivate beginning readers and writers to do their best work. Children are encouraged to express their creativity as

they practice beginning reading skills that include one-to-one correspondence, left-to-right orientation, top-to-bottom orientation, letter formation, picture clues, and chunking. They will also explore literacy concepts such as fiction, nonfiction, poetry, rhyme, and sentence structure, and cross-curricular skills in math and science.

Clear directions for making individual and class books come with reproducible patterns and sentence frames, which makes it easy for you to incorporate the ideas in *Bookmaking Bonanza* into your literacy program. Choose a book idea and help children make it as directed, or tailor the design to meet the needs of your curriculum. Children will become confident readers and writers as they construct and personalize their own developmentally appropriate, thematic books.

Children love stories—especially those they write themselves. *Bookmaking Bonanza* gives you the tools to expand writing time into a literacy adventure!



# How to Use This Resource

*Bookmaking Bonanza* features 20 different types of books for you and your class to assemble. Straightforward directions are accompanied by clear illustrations to help you and your students construct each book with ease.

Two or more activity ideas are presented for each type of book. As you become comfortable constructing these “art project readers,” you will be able to use your own creative ideas to modify these books to meet the developmental level of your class and the curricular objectives of your district.

## Put Reading First

Use some of the following suggestions to help your students explore the five critical areas of balanced reading instruction (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) as they write and read their books.

*Phonemic awareness* concentrates on the sound units (phonemes) used to form spoken words. It helps children learn to read and spell new words. Encourage children to identify and manipulate the beginning, middle, and ending sounds of words they will use in their books.

*Phonics* helps children associate sounds to written symbols (i.e., the alphabet). It improves word recognition, spelling, and comprehension. Say the sounds of the letters you use to write the books.

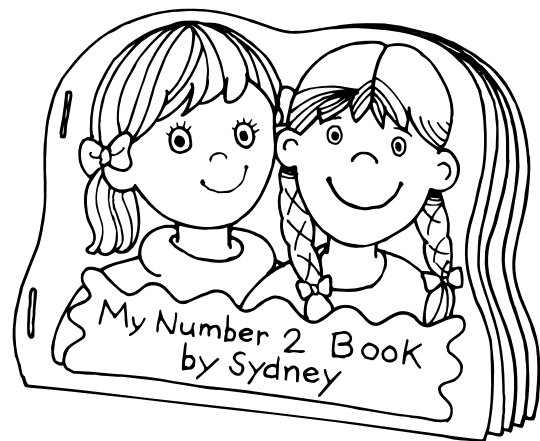
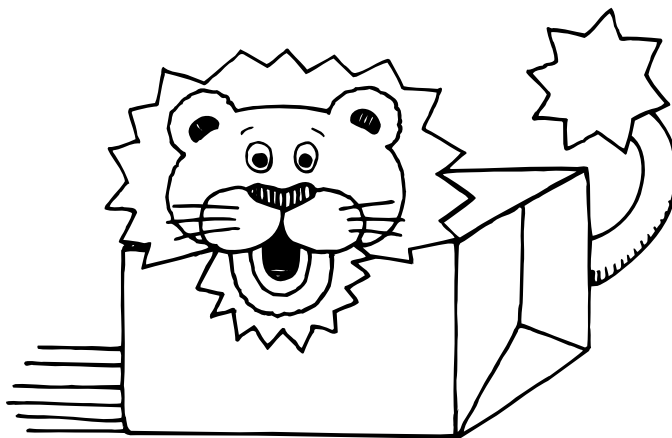
*Fluency* is the ability to read text with ease. A fluent reader automatically recognizes words, and thereby reads quickly, confidently, and with freedom to concentrate on comprehension. Encourage children to read and reread their books to promote fluency.

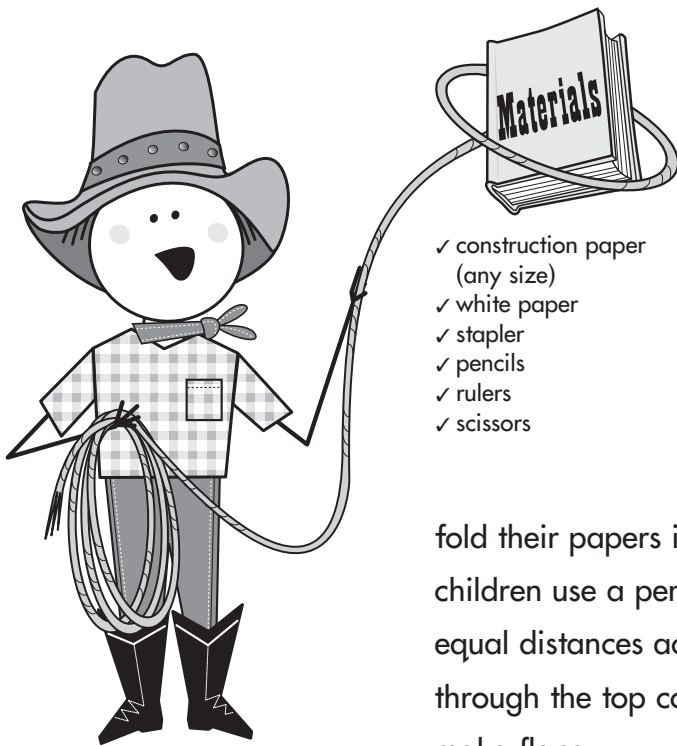
*Vocabulary* includes the words we use to communicate. A good reader understands the meaning of words encountered in print. Introduce children to new vocabulary when you begin a new book project, and encourage them to use these words in their writing.

*Comprehension* is an understanding of what is being read. An active reader uses knowledge about language, reading strategies, and the world to understand and discuss text. Ask children questions about the books they write, and encourage them to question each other about their books.

## Other Ideas to Make Reading Fun

- ✓ Make a sample book, and read it aloud to your class.
- ✓ Read aloud your book again, and invite children to chorally read with you.
- ✓ Have children make their own books, and encourage them to read their books alone.
- ✓ Invite children to read their books with a partner.
- ✓ Send home the books for children to read to family and friends.



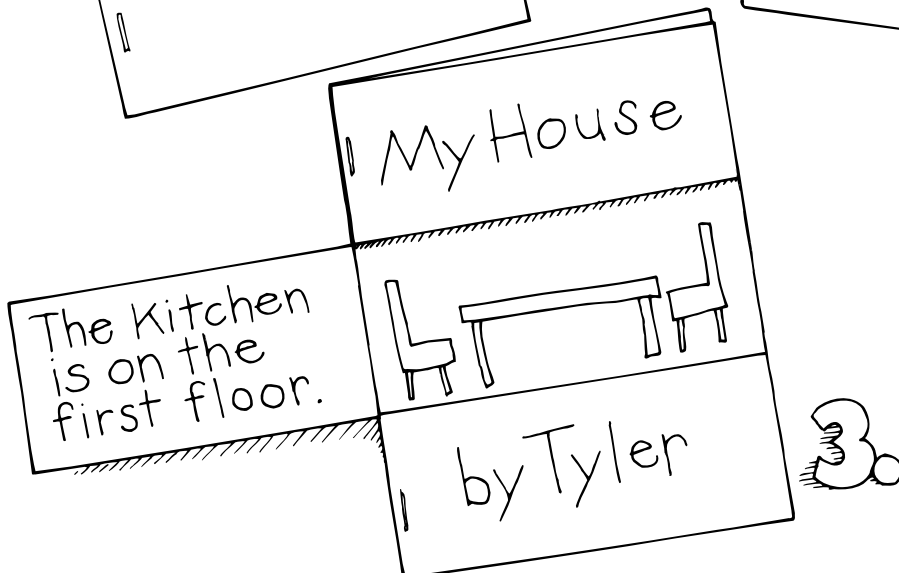
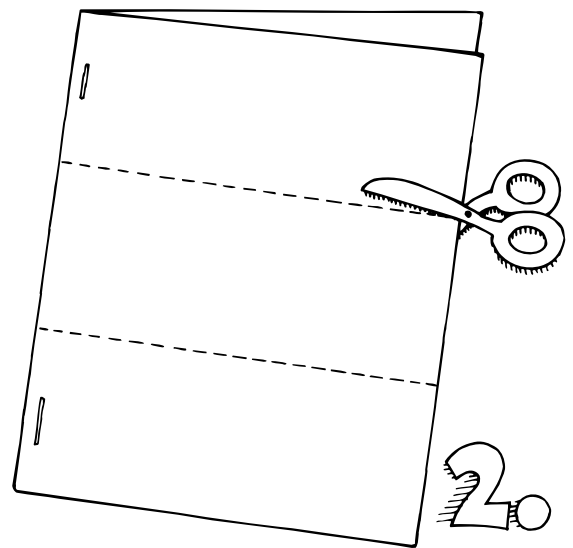
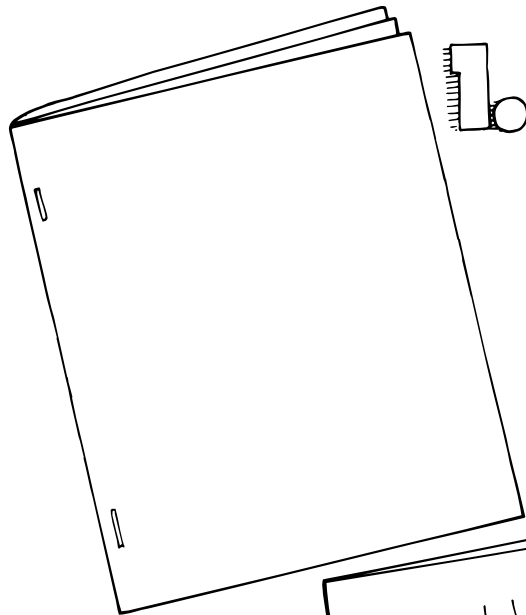


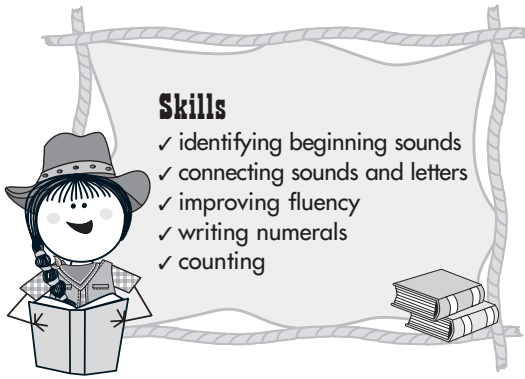
- ✓ construction paper (any size)
- ✓ white paper
- ✓ stapler
- ✓ pencils
- ✓ rulers
- ✓ scissors

# Lift-the-Flap Books

Give each child a piece of construction paper. Tell children to place their paper on a flat surface and place two pieces of white paper that are the same size on top of it. Ask children to

fold their papers in half and staple along the creased edge. Help children use a pencil and a ruler to draw several parallel lines at equal distances across the cover. Have them cut along the lines through the top cover and papers (leave the back cover intact) to make flaps.

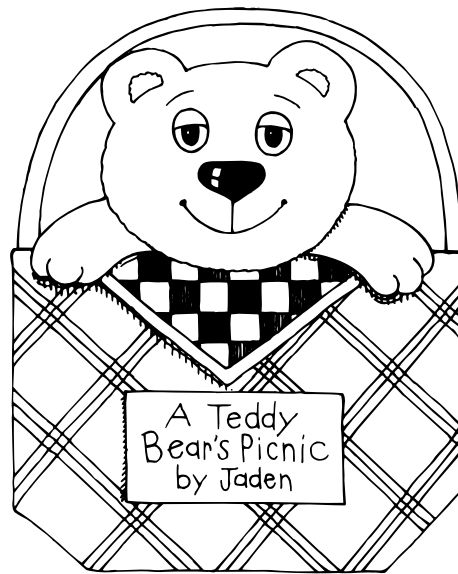




# A Teddy Bear's Picnic

Give each child a **9" x 12" (23 cm x 30.5 cm) piece of brown and white construction paper**, and use the directions on page 5 to help children make a lift-the-flap book. Show children how to cut off the corners of the book to make a basket. Give each child a **Bear reproducible (page 8)** to cut apart. Have children color their bear and glue it to the top of their book (the bound edge) so that it appears that the bear is peering over the top of a picnic basket. Give each child a **decorated paper napkin** to glue at an

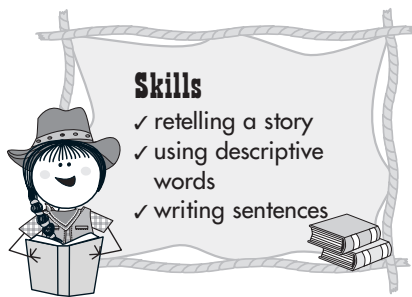
angle beneath the bear's chin. Invite children to paint white crisscrosses on the basket to give it a weaved texture. Help children cut a handle from another piece of brown construction paper and glue it to the top corners so that it is positioned over the bear's head. Tell children to write their name after the title and glue it on their basket. Ask them to name the beginning sounds of *Teddy* and *Bear*. Have children name the beginning letters and write *T* and *B* on the first two blank lines of each sentence strip. Invite children to write a number from one to five on the last blank line of five of the sentences. Ask them to glue one of these five sentence strips to the top of the first five flaps of their book. Tell children to glue the remaining sentence strip to the last flap. Invite children to read aloud their sentences and draw the number of pieces of fruit that are designated. For example, a child could draw five strawberries below *Teddy Bear ate 5*.



# Carrot Book

Give each child a **9" x 12" (23 cm x 30.5 cm) piece of orange construction paper**, and show children how to place it in a landscape orientation. Have children fold the paper in half lengthwise, and show them how to cut their paper into a carrot shape. Tell children to cut through the top orange paper to make three equal sections. Caution children that they should not cut past the creased line near the creased end to keep the book intact. Ask them to fold a piece of **green paper** in half, cut out a leafy stem, and glue the bottom part of it to one end of the carrot to make a fourth flap.

Choose four word family rimes (e.g., *-an*, *-it*, *-ot*, *-ig*), and write them on the board. Invite children to write a different rime on each separate top flap of their carrot. Ask them to read the rime on their first flap (e.g., *-an*) and write three to five words that feature the rime (e.g., *can*, *fan*, *man*, *pan*, *ran*) on the flap below. Encourage children to repeat the steps with the three remaining rimes. Write *I Can Read Word Families!* on the cover of each child's book, and have children write their name beside the title. Invite children to exchange and read each other's books.



### Skills

- ✓ retelling a story
- ✓ using descriptive words
- ✓ writing sentences

# The Lady with the Alligator Purse

Give each child a 9" x 12" (23 cm x 30.5 cm) piece of light green construction paper, and use the directions on page 5 to help children make a lift-the-flap book with four flaps. Ask children to cut two triangles from a different piece of light green paper and glue them to the top and bottom of the back of their book to make a head and tail. Tell children to glue small **wiggly eyes** or eyes cut from white paper to the top triangle. Have children cut small triangles from **white construction paper** and glue them around two sides of the same triangle to make teeth. Tell children to cut four feet from green paper and glue two to each side of the back cover.

Read aloud *The Lady with the Alligator Purse* by Nadine Bernard Westcott (Little Brown & Company), and have children retell the story. Encourage children to describe the physical characteristics of the lady. Cut sheets of white construction paper in half lengthwise, and give one to each child. Have children use a glue stick to attach their paper to the inside back cover of their book. Tell them to open the first flap and draw a picture of the lady's head. Ask children to draw the top of the lady's torso under the second flap, the bottom of the lady's torso under the third flap, and her legs and feet under the last flap. Invite children to close the bottom three flaps. Ask them to look at the lady's head and write on the inside of the adjoining flap a sentence that describes it. Have children repeat the steps with the remaining three flaps. Invite them to share with each other the "contents" of their alligator purse books.



# Bear

|   |                                  |
|---|----------------------------------|
| <p><b>A Teddy Bear's Picnic</b></p> <p>by _____</p> | <p>___ eddy ___ ear ate ___.</p> |
| <p>___ eddy ___ ear ate ___.</p>                    | <p>___ eddy ___ ear ate ___.</p> |
| <p>___ eddy ___ ear ate ___.</p>                    | <p>___ eddy ___ ear ate ___.</p> |
| <p>___ eddy ___ ear ate ___.</p>                    | <p>___ eddy ___ ear is full!</p> |

