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The Elves and the Shoemaker.
Sometimes an older child might need the enjoyment or reassurance of reading a very simple book and this is why there is no mention of age on the books themselves!

The mixed ability class
The levels are each described as ‘up to’ a number of hours: Level 1 is up to 100 hours, Level 2 up to 200 hours and so on. This means that the books at each level are suitable for learners who fall within the full range.

For example, Level 1 books are suitable for children at any time within their first year of learning English, and Level 3 books are suitable for learners who have been learning English for at least 200 hours, though they might not yet have been learning for 300 hours.

In many situations 100 hours is roughly equal to a year of study, so learners throughout their second year of English will probably be reading Level 2 books, with some reading Level 1s and some Level 3s. This disparity in levels is always a component of younger learner classes, the ‘mixed ability’ factor, since children learn and develop at different rates.

The series takes full account of such learner variety allowing you to select materials for a range of levels within a single age band, or even choose levels outside the age you are teaching. Full account has also been taken of the gender mix in a class, with titles that will appeal to both.

Some learners might find reading a whole short story or comic strip, for example, Story Shops are very much like magazines, with a collection of stories, fascinating facts, quizzes, games and so on. Learners can ‘dip into’ them, reading parts that appeal to them first or starting with a page in the middle if they like rather than at the beginning.

The lexical and structural framework at the four levels
All the books in the Penguin Young Readers series are written using structural and vocabulary frameworks for each of the four levels. There are four structure frameworks, one for each level, four vocabulary frameworks, one for each level and three topic frameworks, one for each age group.

Within the structural and vocabulary frameworks, there is indication of which items can be used with the different age groups at each level.

The vocabulary framework also includes simple phrases such as ‘What’s your name’ and ‘Once upon a time’ as well as single words, to take account of the way children learn ‘chunks’ of language. The topic framework is used to generate books in the original category, such as Tom’s Cake and Kate’s Lunch and Happy Granny and The Wood Circle. The US titles are written from separate frameworks.

Reading as a receptive skill
Reading offers contextualized language and helps learners understand the concepts of new and revised language. Illustrations in the books have been carefully designed to support and complement language concepts as clearly as possible for the readers: there is no unsupported language.

Reading is a receptive skill and subsequently learners will tend to understand more than they can say or produce in speaking or writing. It is possible for children to read books and understand the gist of the text without necessarily understanding every word. This gives children confidence and can be a motivating experience which stimulates them to explore this.
genre further, allowing them to develop their full potential. We often think of learning in two ways: what the child is able to do alone and what the child is able to do with support from a teacher, an adult or another child. The use of Readers is one way in which children can be offered opportunities to bridge the gap, either on their own, with their teacher, or a parent, or with their friends. Suggestions of activities for using the Readers are given in section 3 on page 6.

Reading aloud is not the same as the receptive skill of reading. It is possible to read aloud with reasonable pronunciation but minimal understanding. Asking children to read aloud demands different skills and abilities from ‘silent’ reading, turning reading into something other than a receptive skill. Reading aloud activities can be used as consolidation, for example when a story is being dramatized in the classroom, although such activities should only be done once it is clear that learners fully understand the story.

Why stories with young learners?

Why stories with young learners?

What are stories?

Children are used to hearing stories from the very beginning of their lives. Parents, teachers and siblings tell stories to young children. Often these stories are traditional tales from their culture or stories about everyday life in the local community; they can be old stories, they can be new stories. Stories are all around us all the time. Many ordinary conversations during the day are stories, for example. Introducing children to stories in the target language introduces them to a full range of language, which is extremely central to success in the target language.

Cinderella is a traditional story which is familiar to many children, though there are variations in different cultures. Happy Granny and The Wood Circle are two new stories set in the present day. Both have themes which will be familiar to many children. Stories might be about a context which is very familiar to the children or allow the children to experience a world very different from their own.

Tom’s Cake and Kate’s Lunch are two stories about children at home: one is about a child trying to cook, the other about a child organizing a party. A Thief in the Village has three stories set in a small village in Jamaica.

Reading as a step to education, the wider world and further independence

The final point to make about reading in this introduction, is the way reading can be seen as a step to wider education and independence. Reading, whether from books or from the Internet, can open up new worlds and ideas for learners. Children who learn to read with confidence and enjoyment tend to retain that skill and outlook all their lives. Reading should be fun and enjoyable, offer choice and challenge for everyone, from the 3-year-old beginning English to the 11-year-old who has been studying the language for four years. There is material in this series to suit both these extremes as well as all the variables in between.

Reading the pictures as well as the words

One of the main ways that children learn to read in a foreign language is through pictures. The first ‘reading’ in the foreign language that children often carry out is of pictures or the illustrations in a book they are being read. Children initially read words in meaning chunks, moving on later to separate these chunks into single words. Throughout this process, the pictures and illustrations act as a vital support: they help children guess the words they do not know, they reinforce for the children the words they think they know and, very importantly, they support the overall concept and meaning of the target language.

Some activities that take children from the pictures to the words are where they are: ♦ predict some key aspects of the story and the characters from the picture on the cover; what might happen next? before the teacher turns over certain pages; ♦ focus particularly on the illustrations when they hear or read the story for the first few times; ♦ retell the story using the pictures as prompts; ♦ match key phrases and sentences to the ‘right’ picture: first as a listening activity, then as a silent reading activity.

Big Books

The use of ‘big books’ with children, where the teacher reads a story using a ‘big’ story book, helps take children through the process above initially arousing children’s interest in books and reading and subsequently enabling them to develop their reading skills from picture recognition to word/picture relationship to word recognition.

After children have been read the story from the big book, they can be given the small version of the same story to read alone or in groups, so that they have the pleasure and the pride of reading it by themselves and for themselves.

Story shapes and familiar elements

Many stories are already familiar to children, although they may not know a particular version of the story. Many of the stories in the Penguin Young Readers series fall into this category as they are known throughout the world. Children are, therefore, familiar with the main characters and what happens in these stories. However, even when they do not know a particular story, there are usually familiar elements such as the shape of the story, the plot and the character types which they recognize and which help them to become involved.

Stories can be thought of as having two main shapes: linear and cumulative repetitive. Linear stories are very common. These are stories where the plot line starts at the beginning and moves on to the middle and finally to the end of the story. In The Princess and the Frog for example, the story moves from event to event until it reaches its conclusion. Examples of other linear stories in this series are: The Toy Soldier, The Pied Piper of Hamelin, The Snow Queen, A Monkey’s Tale, Pinocchio.

These stories lend themselves well to the children making their own mini books of the story, using simple pictures and words.

Cumulative repetitive stories are very common story types too. The main character usually sets out on a quest or has a task or tasks to do. In order to complete each task successfully, he/she becomes involved in a series of repetitive actions. For example, in The Musicians of Bremen, a donkey sets out on his way to Bremen. On the way he first meets a dog, then a cat, then a cock. He asks each one the same question and as a result each one joins him on his journey. The donkey asks each of the other animals the same question: Can you sing? This question is asked three times, each time the donkey meets a new animal. By the time the children have heard the story three or four times, they will have heard these key phrases at least nine times, and will probably have started to join in on the second or third listening. The repetitive aspect is a central feature of the story and is not placed there merely for language learning purposes.

Examples of other stories of this type in the Penguin Young Readers series are: Goldilocks and the Three Bears, Jack and the Beanstalk, Rapunzel, The Three Billy Goats Gruff, The Golden Goose.

Some stories are a combination of both linear and cumulative repetitive types, for example, The Sorcerer’s Apprentice and Snow White and the Seven Dwarves.

In many of the stories in this series there are characters which children will immediately recognize: Cinderella, Snow White, Aladdin and so on. They may have seen films of the stories or heard a version of the story in their mother tongue. Either way, it is familiar.

In other stories, rather than recognizing specific characters, they may recognize character types for example Snow Queen, the ‘modern’ grumpy in Happy Granny, the children in The Best Christmas, the ‘good’ and ‘bad’ monkeys in A Monkey’s Tale. They will also be quite familiar with giants, such as the one that appears in Jack and the Beanstalk, and animals changing shapes, as in The Princess and the Frog.

Stimulating creativity and ownership

Children are always keen to make changes to stories, to personalize them, to suggest other endings, other characters and so on. This is a feature of stories through the ages: that they constantly change to suit the individual and the context. This can be very stimulating for children since it promotes creativity and lets them develop their own stories, which they are often very, very proud of. This aspect also provides children with ways of interacting with you the teacher as well as the other learners in the class.
Some possible activities are for children:

- to suggest names for characters in a story, for example in The Musician of Bremen or The Three Billy Goats Gruff or Cinderella;
- try and guess the ending of a story, for example The Princess and the Frog or The Red Piper;
- draw and/or tell their preferred ending for a story, for example A Monkey’s Tale or The Toy Soldier;
- make changes to parts of the story, for example Ali Baba and the Forty Thieves or Aladdin and the Lamp;
- draw their own picture of their favourite part of the story or favourite character and label it, for example The Ugly Duckling.

There are endless ways in which children can be creative with stories. Why not send in to us ways you have exploited the books. We will share your ideas with other teachers.

Stories as a means of extending experience

Stories can be a way of extending children’s experience beyond the world immediately around them. Children might find the location of A Thief in the Village and Other Stories an unfamiliar one and this might lead to links with geography. Links with music can lead to finding out, listening to, and even acting out the kinds of music that are played in the Caribbean.

In the story, ‘The Wood Circle’ in Happy Granny and The Wood Circle two girls find a historic monument and have to decide whether to leave it where it is, or tell someone so it can be protected. For many children, this might well be relevant to their local context, where the preservation of ancient monuments, old buildings and artifacts is a focus of discussion and debate. Younger children can be also helped by the teacher to compare the story in the Reader with the version they know in their mother tongue. Little Red Riding Hood, for example, has many different endings: granny dies in some versions, survives in others, the wolf is shot, thrown into a river, etc.

Extensive reading for children

Children using the Penguin Young Readers series will already be reading in their mother tongue. They will, therefore, be used to interpreting both the pictures as well as the mere form of the language. Extensive reading is not the same as reading aloud or intensive, study reading. Children will need to be reminded that:

- They do not have to understand every word in the story. It is the general meaning which is important;
- They can ‘read’ the pictures as well as the words;
- They do not need to read the story aloud. They may want to, of course, to give an example of what a character says or if they acting out that character;
- They can read the story as many times as they like;
- They can talk about the story with their friends and with their teacher;
- They do not necessarily have to finish the book. They can choose another story if they want to;
- Reading is enjoyable and fun.

There is a range of books for each topic in both British and American English.

How to manage group and individual reading

As with other classroom activities, reading can be done on an individual as well as a group basis. Individual reading is appropriate:

- as a ‘settler’ ie. to settle children down at the beginning or the end of a lesson;
- in a mixed ability class for those learners who have finished an activity earlier than the others;
- as a homework activity together with a specific task;
- Individual reading should never:
  - be punishment;
  - be done when there is distracting classroom background noise;
  - continue for too long.

Group reading activities are appropriate for:

- mixed ability groupings: children of different ability levels can work together;
- mixed interest groupings: each group can read a different book according to their interest;
- mixed age groupings: groups can be organized by age and read books appropriate for the age profile (this applies particularly to classes where there is a wide age range).

Managing group reading activities requires some planning and forward thinking from the teacher. As with all types of reading, there is usually a pre-reading activity, a while-reading activity and a post-reading activity. There are examples of each of these below. The focus of all these activities is on the meaning of the story and the children’s reaction to it, rather than the mere form of the language.

As with all group activities, it can be helpful if members of a group have different roles, whether they choose these themselves or are allocated them by the teacher. The roles of the pupils you use will depend on the age of the learners and their level of English, as well as the type of activity. To help with classroom management and carrying out activities more effectively, someone is needed who:

- makes sure the group is doing the activity and not something else;
- is time-keeper and makes sure the group has finished in the time set by the teacher;
- makes sure that most of the speaking is in English and not the mother tongue;
- is in charge of completing the activity sheet, when there is only one worksheet per group.

You will then be able to go round the class and monitor what each group is doing, giving help where needed. If learners have been working on different stories in their groups, or perhaps on different activities about the same story, it is possible to re-group the learners for a realinformation exchange activity. They can then talk about and hear about what they and others have found out. For example: Groupings for first activity with groups of 4 children:

- AAAAA BBBBB CCCCC DDDDD
- Groupings for second activity:
- ABCD ABCD ABCD ABCD

Individual reading also needs to be planned and managed. Readers reading on their own can be supported by the teacher, by other learners and by parents: in the classroom, for example, they can put their hand up if they need some help. At home, they can show parents what they have read.

When learners are reading on their own, they need to be given a clear purpose for reading – as is true with every reading situation. There are examples of pre-reading, while-reading and post-reading activities below which apply to group and individual reading. One way of consolidating individual reading is for the learner to use reading record cards. There are photocopiable examples of these for different age groups in the centre of this guide, pages 12-13.

Individual learners can show what they think of a book they have read by filling in a record sheet:

- they can write a few comments about the story;
- they can give it a grade or a rating;
- they can draw a smiley or sad face in response to statements about the book;
- they can compile a list of ‘my favourite books and why I like them’.

Younger learners can complete a class record sheet of books read, since individuals will not read very many books. Older learners will read more and can compile a personal record sheet of the books they have read. The oldest learners will read even more widely and can complete a record sheet for each book they read. However, learners can easily be discouraged from reading if they feel they have to complete a record sheet whenever they finish a book. So, these types of activities should not be used all the time.
Reading together: buddy reading

Children do not develop at the same rate. Individual children have different strengths and weaknesses: a learner who is slow at reading may be very good at listening activities, for example.

Those learners who find reading more difficult than other learners, may find they are much slower at reading than other children in the class. Such children can find individual reading periods stressful and often react by misbehaving or distracting other children.

In the class, there will also be learners who have fewer difficulties with reading. It is possible to pair these weaker and stronger readers together for the benefit of both. The more able readers will help their partners with activities and the interpretation of the book, the less able readers will benefit from working with someone who, though more skilled at reading, is at the same cognitive level as they are and can understand their difficulties.

Pairings tend to work best if the learners share the same interests and like reading the same types of books.

Buddy reading does not mean that the two ‘buddies’ always work together during class reading activities. They might:

- get together once a week to talk about what they have read and what they understand, think and feel about it;
- choose the same book, read it over a period of time, then talk about it in lesson time;
- decide to read the same pages for homework and talk about it the next day;
- read a different book and then tell each other about their respective books.

Text is continued on page 17

How to use the photocopiable materials

Reading Record Sheets

There are two pages of these, with two record sheets on each page. They are designed to be photocopied and enlarged for class use. You will notice there are three different ‘individual’ reading record sheets. These are designed for different ages of learners. ‘Books I like’ is for the youngest learners. They can give the book stars depending on how much they like it: one star might mean it is OK, 3 stars that it is great. You will need to tell them how many stars are possible and what they mean.

‘My Reading Books’ is for learners who are able to write brief comments about the books. They can give the book stars depending on how much they like it: one star might mean it is ‘good’ or ‘OK’. You might want to suggest some phrases for them to use. ‘Books I’ve Read in School’ is for learners who not only read a lot of books but who can write quite detailed comments about what they read. The Class Reading Record needs to be enlarged so that it can be displayed on the wall in your classroom. Down the left hand side you will need to write the titles of the Readers which everyone in the class has the opportunity to read. Along the top of the grid you will write the children’s names – or use a number code if there is not enough room. Then the children can tick the books they have read. At the end of the term you can all see which book most people have read and who has read the most books!

Mask

You will want to photocopy and enlarge it for the children to colour and use.

The Board Game

In the centre of the Guide there is a 2-page board game for your children to play.

How to play the Penguin Young Readers board game

This is an action game. When a player lands on a square they must do the action before following the instructions in the square about moving forward or back. The other children in the group can make sure that each player does the right action. You will need to check the children understand and can do the action words before they start the game. The words are:

Catch Carry Climb Comb Dance Eat Fly Hide Hold Hold hands Keep still Make a face

Make a noise Mend Move Open Play Rub Run Say Sing Smile Stand Swim Touch

You will need one board for each group of four to six children. Each group will need a dice and each child will need a counter of the same sort.

The first player in each group to throw a six starts. Each group must throw a six to move the player. Each player moves according to the number on the dice and carries out the action. The player then moves forward, back or misses 1 turn according to the instructions.

The next player throws the dice and so on until there is a winner.
# Books I Like

<table>
<thead>
<tr>
<th>The Story Book</th>
<th>My name</th>
<th>How many stars?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

# Books I've Read in School

<table>
<thead>
<tr>
<th>My name</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Reading Books</th>
<th>My name</th>
<th>I think</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Book</td>
<td></td>
<td></td>
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<tr>
<td></td>
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</table>

# Class Reading Record

Class: ....... Number of children: ....... Dates: from ............... to ............

<table>
<thead>
<tr>
<th>Title of book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>
## TOPIC PLAN

### TOPICS

- Animals
- Body
- Buildings
- Celebrations
- Clothes
- Colours
- The Country
- Film, Media, TV
- Food
- Friendships
- The Future
- Health
- Hobbies
- Holidays
- Jobs
- Magic
- Monsters
- Music
- My House
- My Town
- Numbers
- School
- Senses
- Shapes
- Size
- Space
- Sports
- Time
- Toys
- Travel
- Weather/seasons
- World/environment

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>level 1</th>
<th>level 2</th>
<th>level 3</th>
<th>level 4</th>
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<tbody>
<tr>
<td></td>
<td>5-7</td>
<td>7-9</td>
<td>9-11</td>
<td>5-7</td>
</tr>
<tr>
<td>Goldilocks and the Three Bears</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Sleeping Beauty</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>The Musicians of Bremen</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>The Three Billy Goats Gruff</td>
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<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>The Little Mermaid</td>
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</tr>
<tr>
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<td>✔</td>
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<td>✔</td>
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<tr>
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<td>✔</td>
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<tr>
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<tr>
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<td>Hansel and Gretel</td>
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<tr>
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<tr>
<td>Rumpelstiltskin</td>
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<tr>
<td>The Emperor and the Nightingale</td>
<td>✔</td>
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<td>✔</td>
</tr>
<tr>
<td>A Thief in the Village and Other Stories</td>
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<td>✔</td>
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</table>

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photocopiable
Make a badge or button of your favourite character

You will need:
a picture of your favourite character
a round piece of card
string
a pencil and an eraser
coloured pencils
 glue

1. First draw a picture of your favourite character inside the circle.
2. Then, colour the picture.
3. Next, cut round the picture you have drawn where it says 'cut here'.
4. Now, stick your picture onto the round piece of card.
5. Next, you need to make a hole in the badge like this.
   Ask your teacher to help you.
6. Finally, thread the string through the hole, tie it in a knot and put it on over your head.
7. You can walk round the class and look at your friends’ badges. Tell them why you like your character.

Buddy reading is also very positive for learners who share similar reading abilities. This approach can give a pair of weaker learners confidence and a pair of stronger learners can be challenged by working alongside someone who is at the same reading level as they are.

Introducing the Reader/Readers to the class

This section provides examples of how you can use Readers in the class with children, moving from activities for introducing the Reader to the children in the first instance, the pre-reading phase, to the while- and post-reading stage of activities. In this guide it is only possible to give a few ideas for activities. You will find more ideas on how to exploit the books in this series in the factsheets and these forthcoming publications: Penguin Young Readers Fairy Stories: Instant Lessons and Penguin Young Readers Games and Activities.

We want the children to feel that the activities they are going to do will be exciting and fun; not too easy, but not too difficult either. We need to make sure that the activities do not continue for too long so that the children become bored and lose interest in the book; sometimes it is better to have fewer rather than more activities for this very reason. In fact, in some situations, the best activity might be to talk about the story as a whole class, after everyone has read the book, with no other follow-up activities.

Activities before, while and after, reading

Pre-reading activities

The purpose of these activities is to make the reading easier for the children by:
- arousing their interest in what they are going to read;
- encouraging them to predict what they are going to read;
- activating what they already know about the story or the topic;
- providing them with key words and concepts that they will need to understand the story.

In the case of young learners, there may be far more pre-reading activities than while- or post-reading activities. This is because the pre-reading activities may well include:
- the learners being prepared to hear the story being read by the teacher or parent;
- the learners hearing the story read by the teacher or parent or on an audio cassette;
- the learners seeing the video of the story before they read it themselves.

Some suggestions for pre-reading activities

These should NOT all be done in one lesson, nor should all of them be done with any one story. You will need to choose which are appropriate for your lessons and for your learners.
- Carry out the pre-reading activity from the back of the book with the learners.
- Use the cover of the book, encourage the children to talk about what they can see there. Or, encourage them to predict the story. When the children hear or read the story, they can then find out if their predictions were right or not; this can be done as a whole class ‘brainstorming’ activity or in small groups.
- Choose a picture of a character from the book and ask the children to say who they think it is, and to tell a version of the story if they know it.
- Elicit key words from the cover of the book or from a picture in the book.
- Pre-teach some key words which are central to the children’s understanding of the story.
- Tell the story to the children.
- Show the pictures in the book as the learners listen to the audio cassette of the story.
- Show the video of the story to the children.
- Encourage the children to participate with words or actions as they listen to the story.

While-reading activities

Reading demands considerable concentration from children and, unlike adults, they can find while-reading activities distracting and confusing. They do need to be set a clear task which gives them a purpose for reading. This will focus their reading for example on a certain character or on events in the story.

After the children have done while- and post-reading activities, they should compare their answers either in pairs or small groups before there is a whole-class check. This gives learners confidence, if they find out that they have the same answer as their friends, and also gives them time to re-read the section of the story if they find they have a different answer.

You will need to choose which activities are appropriate for your lessons and your learners.

Some suggestions for while-reading activities

Learners:
- Listen to the audio cassette as they follow the text in the book;
- read a small section of text – perhaps one or two pages – to find out the answer to a specific question;
- quickly read the last pages or pages of the book to find out if they were right about the ending they predicted;
- read sections or pages of the book, ordering pictures as they read which mirror the events in the book;
Suggested sequences of pre-, while- and post-reading activities
Each lesson would last about 50 minutes.

5-7 year-old learners who are in their first year of English:
Materials: one book for the teacher; one book for each child.
The teacher:
◆ shows the children the cover of the book and encourages them to talk about what they can see there. This can be done as a whole class ‘brainstorming’ activity or in groups;
◆ elicits some key words from the cover of the book or from a picture in the book;
◆ reads the story several times to the children;
◆ encourages the children to participate with words or actions as they listen to the story;
◆ Learners draw a picture of their favourite part of the story and label it. The pictures are then displayed on the classroom wall.
Learners take the book home and show/tell the story to their parents.

7-9 year-old learners who are in their second year of English:
Materials: one book for the teacher; one book for each pair of learners.
The teacher shows the children the cover of the book and encourages them to predict the story. This can be done as a whole class or a small group activity. When the children hear or read the story they can then find out if their predictions were right or not;
Learners
◆ listen to the audio cassette as they follow the text in the book;
◆ read sections or pages of the book to find out if their predictions from the pre-reading activity were right;
◆ read the text to find certain key words or language items.
Post-reading activities
Which activities you choose will depend how much time you have, the age of the learners, the materials and resources you have to hand, and so on.
Generally, it is through the post-reading activities that learners can show their creative sides, when they can react in some way to the story and produce something as a result. These products may include mini-books of their version of the story, plays, drawings, for example. As with the above pre- and while-reading activities, choose activities which suit the age of the learners and the focus of the lesson or topic.
Some suggestions for post-reading activities:
Learners:
◆ do the post-reading activities at the back of the book;
◆ retell the story in their group and then the groups briefly retell their whole story to the class, using their own words; (there are only four stories so several groups can collaborate to retell each story);
◆ choose which story they like best and, using the book for reference, write their own version of the story, changing elements in the story, making it more modern or more appropriate to their local context for example;
Stories are displayed around the class.
◆ work in pairs and compare whether their predictions about the story were right;
◆ talk about the story in pairs, saying which their favourite character is, which is the best picture, which part they like best or what they think of the story. The product from this discussion would be a poster from each pair;
◆ The teacher shows the video of the story.

9-11 year-old learners in their third or fourth year of English
The children have just finished studying a topic and you have chosen four different Readers which link with the topic.
Materials: copies of the four different Readers so that there are enough for everyone in the class to have one book. The class would be divided into groups of 3 or 4 with all the members of a group having the same book.
Learners:
◆ do the pre-reading activities from the back of the book in their groups;
◆ read sections or pages of the book in their groups to find out if their predictions from the pre-reading activity were right;
◆ do the post-reading activities at the back of the book;
◆ retell the story in their group and then the groups briefly retell their whole story to the class, using their own words; (there are only four stories so several groups can collaborate to retell each story);
◆ choose which story they like best and, using the book for reference, write their own version of the story, changing elements in the story, making it more modern or more appropriate to their local context for example;
Stories are displayed around the class.
◆ two pages of photocopiable follow-up activities
The photocopiable activities are designed to complement and extend the activities at the back of the book. This photocopiable material provides useful extension activities for learners, as well as providing you with material which recycles the language and concepts from the story.

IDEA
Here is a suggestion of how to make use of these activity cards.
Photocopy each activity; laminate it (cover it in plastic) so it becomes an activity card; after the story has been read by the class or by some children in the class, put these activity cards in a display box or display boxes; these activity cards are now available for extension activities or homework activities and will last for a very long time as a classroom or school resource.
Children can complete individual record cards to show which activities they have completed.

Answers to activities
The way the children are given the answers to the book and factsheet activities will very much depend on their age and level of English. The teacher can tell the whole class the answers, children can either come to the teacher for the answers, or the answers can be photocopied and laminated so that learners are able to check the answers for themselves.

Using the audio and video cassettes
The audio and video cassettes provide variety for the children and the teacher. There are audio cassettes for all the titles in the series and video cassettes for the fairy tales. Each video cassette is organized by level and contains a number of books at that level. Where the book is a US title, the book is read by an American actor; where the book is a UK title, it is read by a British actor.

The audio cassettes
The use of an audio cassette exposes children to other voices and allows the teacher to manage other activities while the cassette is playing. The following ideas are examples of how you can use the audio cassette in the classroom. You would probably use only one or two in any one lesson.

Suggestions for use of the audio cassette
Children listen to the story:  
◆ and physically respond to what they hear; for example, by putting up their hands when they
This path to independence is supported by learner training: helping the learners to be able to do things for themselves and to make decisions for themselves about their own learning. In the classroom there are many ways in which children can be helped to become more effective and independent learners. Pair and group work for example is a way of working that for many children is unfamiliar. They may be used to working alone and do not know how to work well with other children. Therefore, teachers introduce pair and group work step by step. First the learners will do short pair work activities, such as checking answers together. Gradually over a period of weeks, the teacher will introduce the children other ways of working in pairs and then groups. This is always a slow process as children need to have time to become familiar and confident with these new ways of working. Trying to do a group work activity with a group of children who are not used to this approach and who have not been trained can be very different.

Using Readers with children means that there are many opportunities for learner training. When you plan your lessons you will want to think about which aspects are new to the children, and how you are going to adopt a step-by-step approach to these aspects of learner training. The following skills and activities, help reading and learning:

- Using dictionaries
- Choosing books for themselves
- Group reading
- Expressing creativity through activities such as making mini-books, drawing and designing
- Extensive reading
- Reading by and for themselves
- Record keeping
- Self-accessing answers.

Using a dictionary

This is a skill that will help learners in all their school subjects, and one that is essential for extensive reading. You do not have to have a set of class dictionaries, though one or two picture dictionaries for the whole class is probably a minimum.

Children will need to learn how to find words in the dictionary first. With younger learners, dictionaries are usually topic-based, with alphabetical dictionaries being more appropriate for older, young learners.

Children also make their own dictionaries of words they have learnt in class and from their reading books. These words should be illustrated and there could be one for the class or one for each learner, or both.

Choosing books

There are ways that children can learn the skill of being able to choose Readers for themselves. There is the colour of the book and the title, there is the size of the book and also there are the number of words on each page.

They can first look at the picture on the cover and then read the title to see if it is a story they are interested in: it might be one they know already or one that is new to them.

Next they can have a quick look inside at the pictures and the text: they will soon get to know how much text they can manage. You can help learners by suggesting two or three books they might like, by getting their friends to suggest books and by getting them to look at the class reading record to see which books their class mates have liked.

An attractive book display in the classroom gives children time to look at the materials in a relaxed way, perhaps at the beginning of a lesson, or when they have finished an activity earlier than their classmates.

Group reading

Group reading initially needs to be very structured with a clear task or series of tasks for the children to complete and a set time limit. As your learners become used to this type of activity and you find out which groups need more support and which less, you can vary the tasks and be more flexible with the time limit.

Expressing creativity

Creativity can be expressed through activities. Children may be surprised when you suggest to them that they can change a story or an ending, make the characters very different from the ones in the book and so on. They will constantly want to check with you that what they are doing is ‘OK’: they may be anxious that they are doing the wrong thing. However, once they know that you want them to be creative then they will really become involved in these types of activities. The making of a mini-book or, more simply drawing single pictures and doing groups poster tasks are examples.

Extensive reading

The tendency when reading in a foreign language is to feel it is important for the learners to understand every word. This is not necessary for extensive reading and so children need to be helped to learn that what is important in the first place is that they understand the overall meaning.

You can help them with this in two ways: by giving them tasks and activities which focus on general meaning rather than very specific meaning and by giving them a time limit for certain class activities.

Reading by and for themselves

There needs to be time set aside in the class for silent reading. Children might talk about what they have read afterwards, but they need time alone to do the reading.

This would need a step-by-step approach, as children reading more as the year progressed and their reading and confidence improved. It can often help children if the teacher is reading too! Once they have found out that reading is relaxing and fun, they will want to take materials home to show to their families.

Record keeping

Many teachers feel they should be keeping a record of what all the children in the class are reading. This might be appropriate in some cases, but it is more productive to encourage and enable children to do this themselves. This will help them with organizational skills later in life too.

There is a photocopiable example of several record cards in the centre of this guide which you can use. Alternatively, you or the children can create your own.

Self-accessing activities and answers

This point has been mentioned with reference to factsheets and activities above. Children can choose additional activities to do from a display box and then check the answers themselves or with their partner. The learners can also keep record cards of the extra activities they do and which kinds of activities they like best.

Bringing Readers into the classroom

Children will need to be able to see the Readers, look at them and have time to choose the ones they want to read. The best way to do this is to have an area in the classroom where you set up the Readers in your class or where they can be on display all the time. Children are curious and like to explore. If the Readers are in a place where the children can pick up the books, look at them, look through them, compare them and talk about them, this will motivate them to borrow and read them. Children who are initially reluctant can be attracted by a fun-looking display.

Classroom display

There are really two types of classroom display you might have. One is more permanent, if you have an English classroom where you teach all your lessons for example. You can then display books on a table. They can be in display boxes or...
spend out on a cloth. There could also be display boxes of factsheet activity cards and answers to activities.

You can put a rug on the floor in this corner of the room if there is not a carpet, with some big cushions scattered around to create a cozy corner for children to sit in.

This helps to create a positive and child-centred environment where reading and books are seen as fun. When the children do activities from and about the books, you can display the material on the walls in this part of the classroom.

If you are not lucky enough to have an English classroom, then your display will be more temporary. Again you can use a table or a corner of the room to display the materials, spreading them out or having them in Level or Topic boxes. If you are short of space, you can hang a cotton sheet or a plastic sheet with see-through pockets on the wall, and display the books in the pockets.

How to dramatize stories

Dramatization of stories should come only after the children are very familiar with the story. The version of the story that is dramatized does not have to be exactly the same as the one in the book; it may be one that a child or group of children have written from the original for their mini-book.

Dramatizing stories can simply be a 15 minutes classroom activity or it can be much more than creating dialogue: there can be the scenery, the costumes, the music, and so on. But, rehearsals and performance. These all ensure that there are roles for everyone in the class.

Creating simple dialogues from the stories

Many of the stories have ready-made dialogue in them. Children do not have to learn this dialogue by heart, they might remember key phrases such as: “I’m going to the cinema.” When the section of a story is narrative not dialogue, children need to be helped to create the dialogue.

After you are sure the children have read and fully understand the story you can do a number of activities which will help them create the dialogue. For example: you can first ask them to imagine they are the Pied Piper, the rats or perhaps the children.

Then you can ask them to think about a particular part of the story (showing the picture will help) and imagine what this character is feeling; are they happy, sad, angry and so on. You can then ask them in pairs or groups to compare what they felt and to imagine what they might say in the story to express this feeling. Pairs or groups could work together on different pages of the book and then perform their simple dialogues to the class. This technique allows the children to explore and express their feelings, something which is very necessary for successful dramatization.

Rehearsal and performance

In order for a performance to be successful there needs to be several rehearsals. These rehearsals will ensure that there is plenty of opportunity for natural and meaningful repetition of language: repetition that is essential for successful language learning.

The children should not be frightened of not getting the class to recap the story so far; showing, talking about and getting the child to talk about the cover of the book; showing the child the pictures in the book and talking about them; telling the story in the mother tongue (if it is a familiar story) and then showing them the book of the English version; watching the video and then giving them the book.

One technique which works with reluctant readers is to leave the book in a place where you know they will find it, and look at it. They may resist if they feel it is something they have to do, if it is work, but may be encouraged if they feel it is for pleasure.

Activities to do at home

The before- and after-reading activities at the backs of each book in the Penguin Young Readers series are ones that you can do at home. However, the child will need support from an adult. For example you may need to make sure that they understand the instructions, have all the material they need for the activity and so on.

The same applies to the factsheet activities: the children can easily do these at home though they might need some support from an adult.

After they have read the story for themselves, you may want to get them to tell you the story and what they like about it. This does not mean that they read it aloud to you, but that they tell the story in their own words using the pictures to help them communicate what they mean. You will then see if there are any key words which they have not understood and you can then introduce them to the child.

The audio and video materials provide excellent support for your children: the Readers at home. They can listen to the audio tape as they look at and read the book.

The video too is an excellent home resource: it can be used at home before the child has read the book, as a means of interesting them in the story, as well as after they have read it as a means of reinforcing the story and the language.

Use Readers and drama and creativity

The books in the Penguin Young Readers series offer considerable scope for dramatization. Many children are natural actors; those who are not can be involved in other aspects of drama in the classroom. The child should be forced to perform if she does not want to: however, many shy children will want to join in after watching others performing first.

Use of puppets

The simplest way for children to bring a story to life is through the use of puppets. It is easy to make finger or stick puppets in the classroom. No child should be forced to perform if s/he does not want to: however, many shy children will be involved in other aspects of drama in the classroom. If it is work, but may be encouraged if they feel it is for pleasure.

Titles and range for a class library

You will need to have a range of Penguin Young Readers titles in your class library. There will be books that you will be using with the class during the year as part of your teaching. There will also be books for the children to borrow, ones that you think will interest them. The books you choose will need to be suitable for different levels and perhaps different age bands too.

You will need to have:
- a range of books which will complement the topics that the learners are going to cover in the course book;
- something for everyone: a range of books that will appeal to all the learners in the class;
- books at different levels;
- books of different formats.

Using Readers for drama and creativity

The books in the Penguin Young Readers series offer considerable scope for dramatization. Many children are natural actors; those who are not can be involved in other aspects of drama in the classroom. The child should be forced to perform if she does not want to: however, many shy children will want to join in after watching others performing first.

Use of puppets

The simplest way for children to bring a story to life is through the use of puppets. It is easy to make finger or stick puppets in the classroom. Many of the stories have ready-made short scenes for the children to act out. You will find examples in:
- The Adventures of Bremen; The Princess and the Frog; The Ugly Duckling; The Three Billy Goats Gruff;

Little Red Riding Hood; Goldilocks.

Using Readers with learners

Introducing Readers at home

Some of you reading this guide will be using Readers at home with children, as well, or instead, of at school. Many of the techniques and ideas in this guide can apply equally to the home and the school contexts. One of the main differences must be that children will be reading alone or with a parent rather than friends.

You can introduce Readers at home in much the same way as at school by:
- sharing the story, asking the child to talk about the cover of the book;
- showing the child the pictures in the book and talking about them;
- telling the story in the mother tongue (if it is a familiar story) and then showing them the book of the English version;

- getting the class to recap the story so far;
- encouraging prediction of and guessing what might happen next;
- giving groups of learners one of these class predictions each and they read on to find out
which is true:
◆ you can suggest a number of possible endings for the story and then learners read on to find which is the right one – maybe none of them are!
However, if the book is a Reader that the child has chosen, then it is fine if they decide to stop reading that book and choose another. It is helpful for them to identify, in writing or orally, why they did not like that particular book so they can choose more effectively the next time.
An unfinished book does not mean the child has failed: it can in fact be a positive sign that they are interacting with and thinking about what they are reading. However, the teacher or other children might need to suggest possible titles for the child to choose the next time.

What if some learners are not interested in reading?
Some learners will always be less interested in reading than others. These learners generally need help with choosing appropriate books which are not too difficult or too long. They also need support from other students in the class, (see Buddy Reading, page 8) as well as interest from the teacher and parents on how the reading is going.

How often should I use a Reader with the class?
This will really depend on the age of the learners and their language level. Many teachers like to use a class Reader to support each unit in the course book, as well as having a reading corner of topic-related books for learners to choose to read whenever they want, for example when they have finished an activity early.

If Readers are used on a regular basis, learners become familiar with the process and it makes a welcome change from the course book. A ‘class reader’ activity may in fact involve two or three books. With a mixed ability situation being common in many classrooms, teachers sometimes find it easier to group learners in ability groups for such reading, giving different books to different groups. For example if the class topic is ‘Animals’, the following Readers could be used with the youngest learners: Goldilocks and the Three Bears; The Musicians of Bremen; Pass-in Boots and even Jack and the Beanstalk.

Groups of learners could work on one of the above four stories, with different groups working on different stories each producing different things, for example, posters, mini-books or even a dramatization as an outcome. Alternatively there could be opportunities for groups to swap books if time allowed or for children to take one of the other books home to read.

Should I give a Reader as homework?
There is no reason why Readers should not be given as homework as long as the children are given a clear reading task to do. ‘Read the next three pages’ is probably too vague. ‘Read the next three pages and find out the giant’s favourite food’ (Jack and the Beanstalk) is a more focused, clear and meaningful task. Children often like reading to their parents and their parents like to hear them: however, reading aloud is best done as consolidation, after children have already read and understood the text for themselves.

Should I tell learners which books to read?
Suggest rather than tell is perhaps a better approach. Children may have difficulty deciding which book to choose and so giving them a limited choice or making suggestions can be helpful, with of course the final choice being their own. If you tell them which book to read, they may be put off. Choosing books is an important aspect of learner training.

How can I make sure they understand what they read?
By devising class or group activities where the learners talk about the characters, the story, what they like, dislike, how they would change it and so on. The pre- while- and post-reading activities in this guide will give you lots of suggestions for meaningful and creative activities.