



## Example of Shared Book Approach

In SBA, teachers model the reading process by leading the children in reading a text which is usually from a Big Book, i.e., enlarged picture book. Here's an example of SBA using the book, "What the Ladybird Heard" by Julia Donaldson:

This should be conducted over a few days.

### First reading of the story

Introduce the book, "What the Ladybird Heard". Draw on the children's prior knowledge and help them make links with the book by getting the children to name the animals that can be found on a farm and the sound that these animals make.

Ask some of these questions to discuss the cover of the book with the children:

- *What do you see on this cover?*
- *What animals do you see?*
- *Where is the ladybird?*
- *What do you think this story is about?*

Point out the author's name and tell the children that Julia Donaldson wrote the story. Point out the illustrator's name and tell the children that Lydia Monks drew the pictures. Read the title while gliding the pointer under the words being read to direct the children's attention to print.

Use some of the following questions to discuss the illustrations on each page before reading the text on that page aloud with rhythm and expression:

- *What animals do you see?*
- *Where is the ladybird?*
- *What sound do you think the (animal's name) makes?*



### Subsequent readings of the story

Get the children to retell the story using the pictures in the book. Reread the story with the children once through and without interruption. Finally, ask questions to relate their personal experiences to the characters and events in the story.

- *Have you seen these animals before? Where have you seen them?*
- *What is your favourite animal in the story? Why?*

Follow up with activities that help the children learn the following:

- **Letter recognition** – Use a letter frame to highlight the letter ‘l’ in the word ‘ladybird’ to help the children recognise the letter by its shape, name and sound. Get the children to write the letter “l” and draw two or three things they know that begin with the letter.
- **Phonological awareness** – Get the children to identify rhyming words using the word frame. Get them to sit in groups and read the story aloud with the pointer. When a rhyming word is heard, the groups will tap their fingers. The group that taps first gets to send a pair to the front to identify the rhyming word using the word frame.
- **Target language structure** – Get the children to imitate the sound of the animal and use the target language structure, “\_\_\_\_\_!” said the (animal’s name).
- **Target vocabulary** – Use a word frame to focus the children’s attention on the target vocabulary (e.g., left, right, round, through) from the story to help them identify directional words.

