

Learning possibilities

Text: Jeffers, O 2007, *The incredible book eating boy*, HarperCollins Children's Books, London.

Engage

- Step 1. Gather your child/children for a story using the song, 'If you want to hear a story'.
- Step 2. Encourage your child/children to predict what the story is about from the cover.
- Step 3. Read the story and encourage child/children to join in.
- Step 4. Here are some questions to ask your child/children about the story.

1. What did Henry like to eat? (books)
2. What happened? (the more he ate, the smarter he got)
3. What sort of books did Henry eat? (storybooks, dictionary, atlas, joke book, facts books, maths books)
4. When Henry ate too many books, what began to happen? (he became ill, got mixed up and the books threatened to eat him)

Respond

Invite your child/children to share their understanding of the meanings of the rare words in the story, e.g. 'I wonder what this word means?'

Rare word	Synonym
fierce	angry, attacking
rate	speed at which something happens
monumental	enormous, huge
digest	absorb, process
embarrassing	awkward, uncomfortable

Don't have access to this text?

That's okay, have your child choose a book they like from home. You can use this story as a way of talking about different types of books.

When sharing a story with your child/children, point out the differences between a letter, a word (a group of letters), and a sentence (a group of words that when read together have meaning). Talk about this concept in relation to your child/children's names and observe whether they can recognise and say the letters in their name.

Extend

- Invite your child/children to make biscuit dough that can form the shapes of letters of the alphabet. Children might make the letter that their name begins with, rolling and shaping the letter with alphabet chart/cards to provide a model for the shape. (See 'Alphabet biscuits' recipe.)
- Go on a letter hunt looking for letters and words in the environment. Encourage your child/children to identify and name environmental print, for example: stop signs, school sign, and to look at the labels on food in the pantry.
- Talk about where we see signs in the environment and their purpose, for example: the connections between signs and safety at crossings, speed signs, traffic lights etc.

Resources

Song

'If you want to hear a story'
(Tune: 'If you're happy and you know it')
If you want to hear a story, come sit down,
If you want to hear a story, come sit down.
Let's share a great big smile, as we read and talk a while,
It's time to hear a story, come sit down.