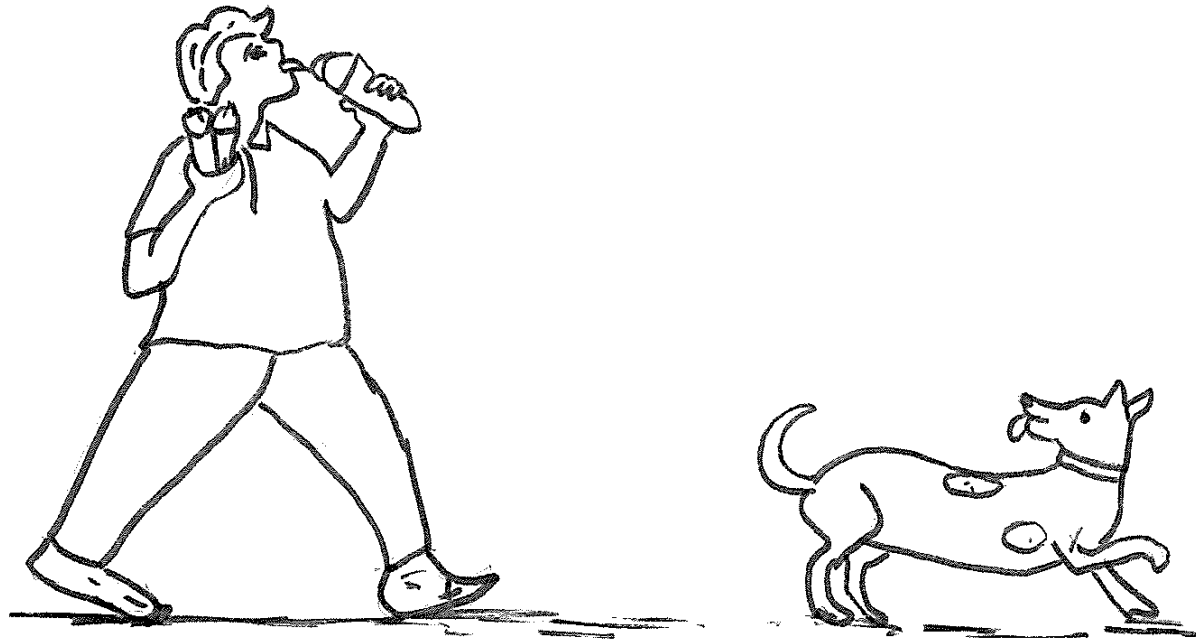


BANGE DE NAMJA



Seagipa: Shyam Sangma

Salgipa: Shyam Sangma

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Salgipa: Shyam Sangma

Poraia ni Bak: 1

Bokotgipa: NBASE

Tarik: 20.06.2017

Writer: Shyam Sangma

Illustrated by : Shyam Sangma

Level of reading: Stage 1

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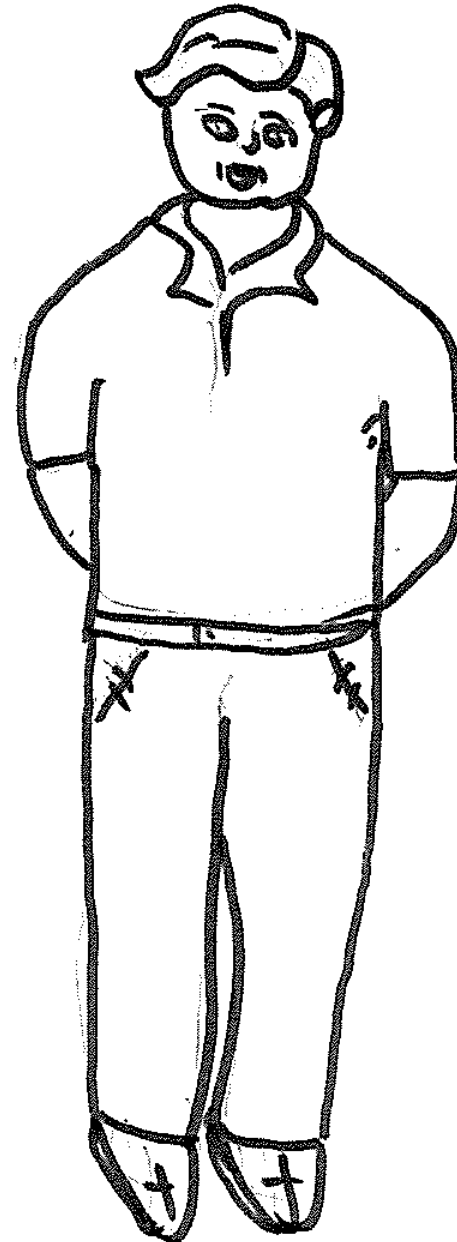
Garó

Alipurduar, West Bengal, India



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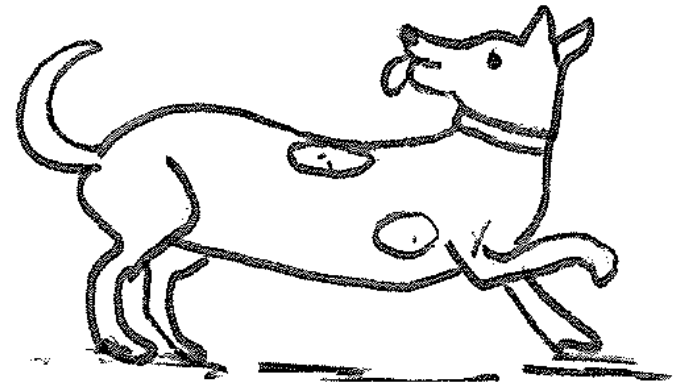
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**Saksa bisa ni bimumung bola
chim bia namen kata
ragijagipa bisa chim.**



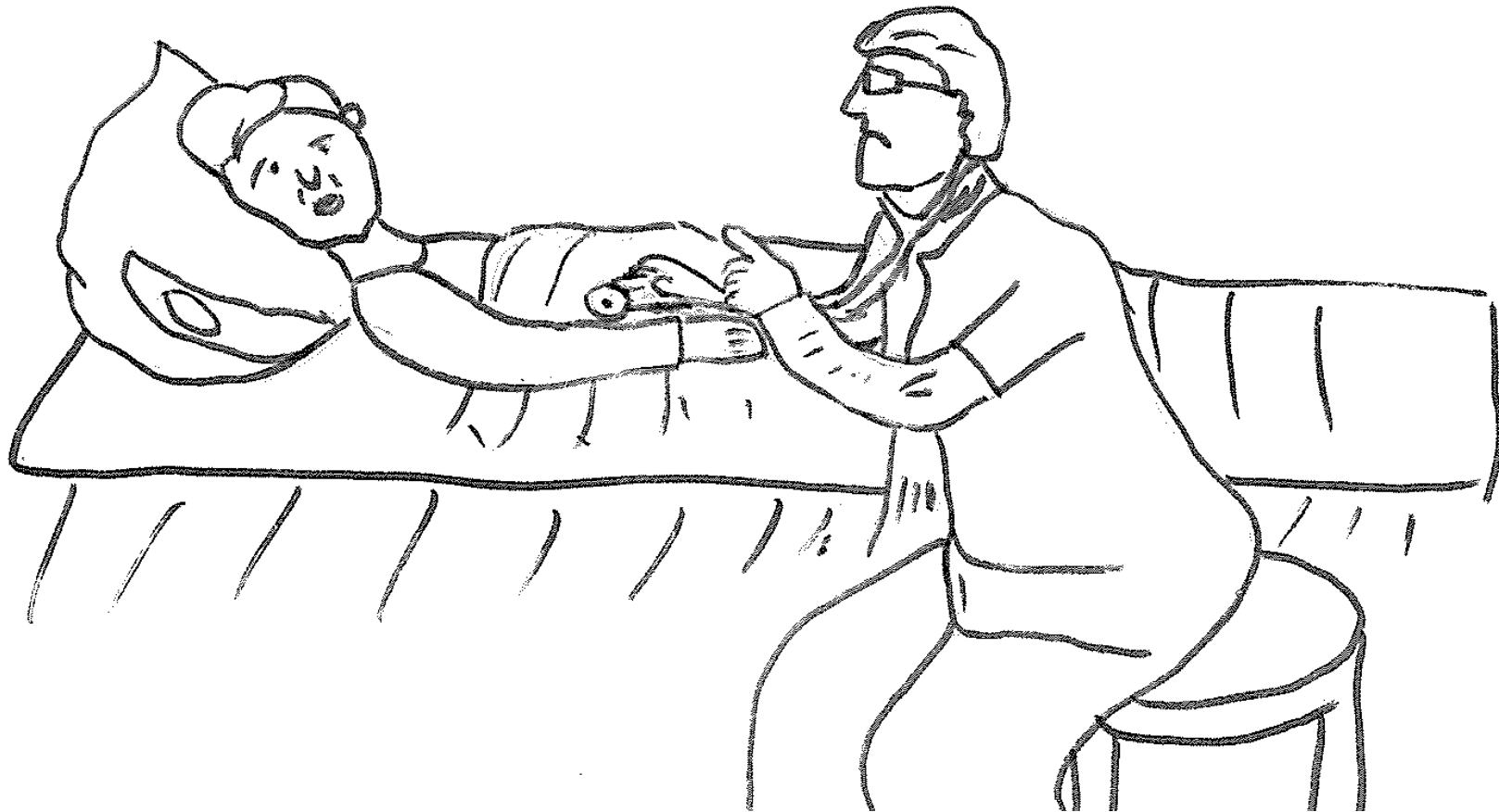
**Bola salsa·o bazar chi ko
bange ice- cream ko
cha·aha.**



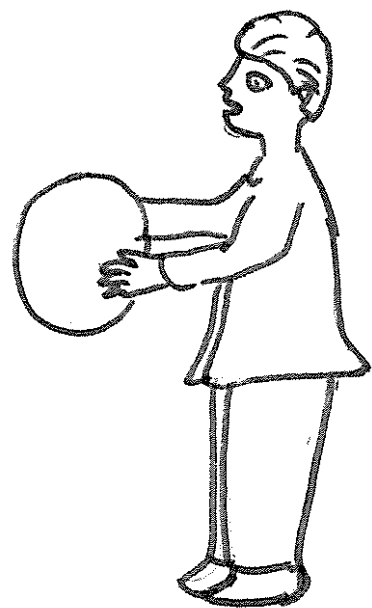
**Bazar chi ko bregipa
Ice-cream bonaha·o bola
ramani ko bre pilaha.**



**Bola gipin salode blongen
saa ko manaha.**



**Bolana Doctor aganaha
jeba bosturang ko bange
chana nangja aro Ice-
cream ko da·a chabo.**



**Bola DOCTOR ni sam ko
ringe namaha aro skul chi
reangha.**



**Bola skul chi ba Ice-cream
ko chajajokha.**

For the Teacher

This Big Book is designed to be used for two weeks. It promotes enjoyment of storybooks, development of vocabulary, the skills of prediction, sequencing and main idea, and the understanding that books are made up of words.

On **Monday**, the teacher

- shows everyone the cover of the book
- reads the title, while moving a finger under it
- turns to the first page, and discusses the picture (asks the children to predict what will happen)
- reads the text on the first page, fluently (not slowly), and
- asks the children what they think they will see on each page. (The teacher is the only one “reading.”)

On **Tuesday**, the teacher

- shows everyone the book, and
- reads the story again, following the words with a finger, without as much discussion of the pictures.

On **Wednesday**, the teacher

- invites children to join in with “reading” when the story comes to parts which are familiar to them
- shows a flashcard from the story and tells the class what the card says, and
- invites children to find the same word in the storybook (or to match the card with the word in the book to see if it is the same)

On **Thursday**, the teacher

- points smoothly to the words in the story and lets some volunteers “read” a page, if they can remember the story by now, and
- lets the children match the flashcards to the words in the story.

On **Friday**, the children

- act out (dramatize) the story as others help the teacher “read” it.

