

Five Little Ducks

Five little ducks went out one day,
Over the hills and far away.

Mother Duck said,

"Quack, quack, quack, quack."

But only 4 little ducks came back.

Four little ducks . . .

Three little ducks . . .

Two little ducks . . .

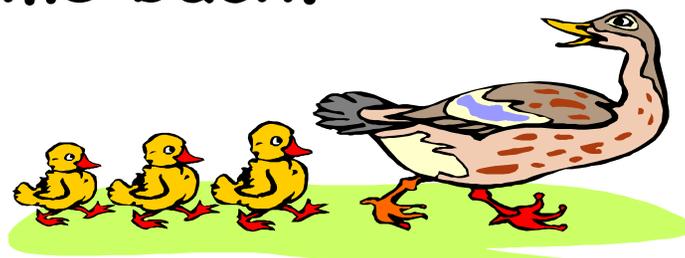
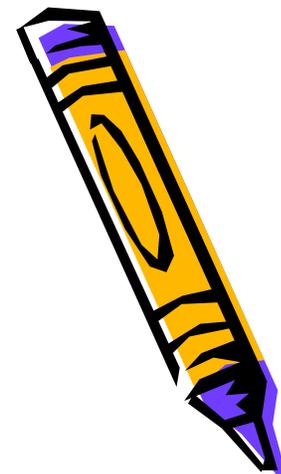
One little duck . . .

Well, sad Mother Duck went out one day,
Over the hills and far away,

Mother Duck said, "Quack, quack, quack."

And all of the 5 little ducks came back.

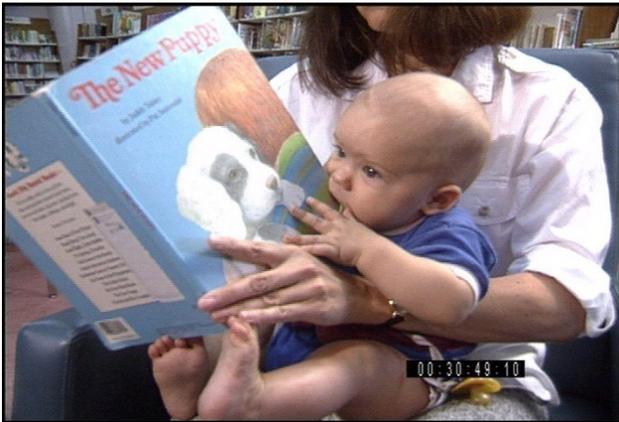
QUACK! QUACK! QUACK! QUACK!



Print Awareness



- Noticing print everywhere



- Knowing how to handle a book

- Knowing how we follow the words on a page

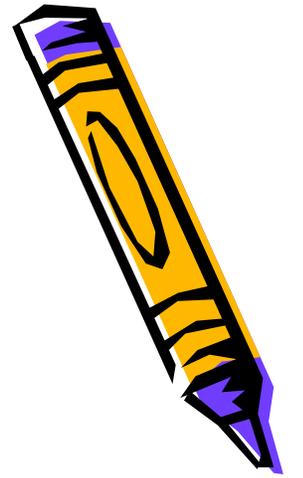


WHY important?

- Children must be aware of how books work (left/right, top/bottom)
- Children must become aware of words before they can read them
- When children are comfortable with books, they can concentrate on reading

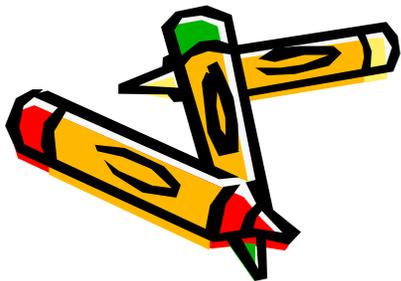


Early Talkers



Point to signs and words

Read what signs and
words say



Explain unfamiliar words

Talkers

Point to signs and words

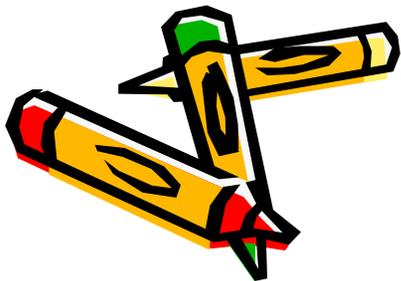
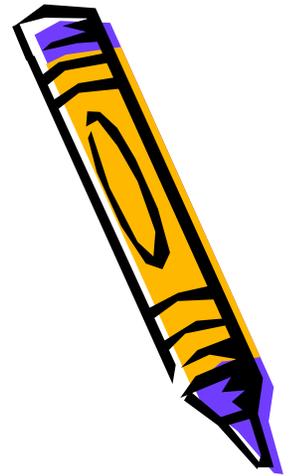
Read what signs and words say

Let child turn the pages

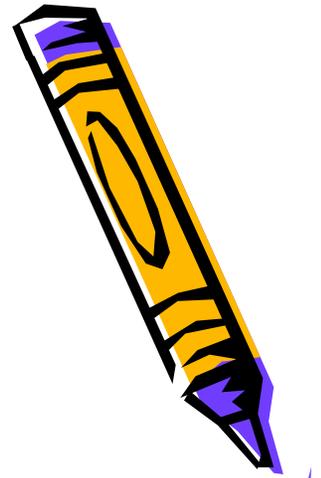
Follow words with your index finger

Point to word that repeats

Let child say word that repeats



Pre-Readers



Let child turn the pages

Point to words as you read

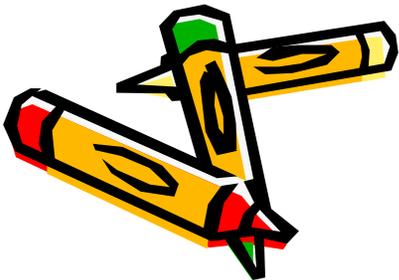
Point to word or phrase that repeats

Let child say word that repeats

Hold book up-side-down to let child turn right side up

Make a book

Show child that print is everywhere



PRINT AWARENESS

Children Notice Print and Understand How Books Work

What You Might See

- Children understand that the symbols (typically in black) on a page or sign have meaning - - children understand that they are words.
- Children understand that the series of symbols (letters) on the front of a book is the title and, likely, the name of the author and illustrator.
- Children understand that a book has a front and a back, a top and a bottom.
- Children turn the pages of a book from right to left, but we read words from left to right.
- Children start at the top of the page (or paragraph) when reading.
- Children read the words in a book (rather than “reading” the pictures).
- Children understand that books and other written materials are sources of information.
- Children understand that people use books and other written materials to help them in their daily lives (writing and using lists, looking things up, enjoying a story, reading the newspaper, figuring out which bus to take, etc.).
- Children have an awareness of how print works and can skip the first step (how does this thing called a book work) and move right into exploring the pictures, the story, the details and the printed words.
- Children imitate or pretend to read.
- Children hold the book properly, turn the pages one at a time, and even run their fingers along the print as though they were reading it.

- Children recognize familiar signs in the neighborhood, such as a McDonald's sign or the Stop signs.
- Children point out some printed words and then "read" them.
- Older children use print in their play – reading a book to a baby doll, taking your order while playing restaurant, pretending to write a letter.
- You model to children how you use print in everyday life.
- You make a list with a child before going to the grocery store. In the store, you review the list with the child every so often as you collect your purchases.
- You include children when you look up something in the phone book, or on the internet, or when you read a note sent home from child care or school.
- You point out print that you notice in the environment.
- You point out common signs (stop, yield, no parking, McDonald's big "M" sign).
- You point out how nearly all packaging (candy bars, food boxes, milk containers, etc.) has print that helps people identify what is inside.
- You read books with children.
- You point out the title, the name of the author and the illustrator.
- You occasionally run your finger along the text as you read (particularly when words repeat or are otherwise interesting).
- You let children hold the book and turn the pages while you read.
- You read the book in a mixed-up manner and see if the child can correct you.
- You hold the book upside-down, try to read the book from the back to the front, and so forth. You are silly and have fun!
- You make books with children about family outings (trip to the beach, visit to grandma) or topics of interest to the child (dinosaurs, trucks, birds, etc.). The process of making a book helps children learn the parts of the book and the way in which a book is written (the story goes from front to back, the writing goes from left to right, the title goes on the front cover).