

This book follows a baby’s adventure as they move from one activity to the next. Each activity starts with the letter ‘B’ and provides chances to talk about the importance of print.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Recognize or point at words or pictures in a book

Teachers will:

- ◆ Discuss print as useful and important

TEACHING TIP

Children’s ability to understand the meaning behind words is an aspect of symbolic development. Early awareness that words represent ideas or things is connected to later knowledge of how print works. Even as children are developing their growing communication skills, you can help them see print as something interesting and valuable to explore. Luckily, young children are drawn to the environmental print they see throughout the day, such as signs, logos, and packages. This provides many opportunities for pointing out the importance of print even beyond book reading.

1. INTRODUCE

- ◆ “(Hold up book and point to the title) I can find out the title of this book by looking at these words. It says, *B is for Baby*. This book is called *B is for Baby*, and we’re going to see what the print, or words, in this book tell us.”

2. READ THE BOOK

- ◆ Pause occasionally to narrate the importance of the print in the book.
- ◆ Narrate how the print is useful.

Discuss Print as Important and Useful

Read: “B is for Breakfast.”

Narrate: “It’s exciting to read the words in the book because they tell me what’s happening! Now I know that the baby is eating the banana for their breakfast.”

Label: “The letter B is separate here because that tells me that the word starts with the letter B (*Point to the B in ‘B is for –’*).”

Read: “B is for... Baba!”

Narrate: “In this picture, I can see a new person, and the words tell me who that is! I learned that this is the children’s Baba, which means Grandpa.”

Label: “Here is the letter B again, telling me this is another B word – Baba starts with B.”

Read: “B is for Bicycle, Brother, and Basket. And...”

Narrate: “The print on this page is reminding us of the exciting journey the baby went on. The words help me remember what happened in the story.”

3. REVIEW

- ◆ “By reading the print, or words, in the story, we found out more about what was happening in the book. We found out when the baby was eating breakfast, and when they met their Baba, and more! Words can tell us a lot.”

4. KEEP IT GOING

- ◆ As children’s awareness and knowledge of print grows, incorporate more print intentionally into your learning environment. If the signs for the different centers or toy bins are labeled with pictures, try adding text to the signs or replacing familiar images with their text counterparts. Point out to children when you are reading something, and why it’s important (e.g., reading a menu for the day’s snack, reading the words on a food package). Drawing on children’s natural curiosity about print and symbols keeps early literacy learning engaging.