

Print Knowledge

This book features white shapes against a blue background. Children can be made aware of the characteristics of a book (e.g., front cover, back cover, title, pages, and end).

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Understand function and conventions of print

Teachers will:

- ◆ Label specific print features

TEACHING TIP

For children who do not have a clear understanding of how books and print work, such as how print goes from top to bottom or left to right, explicitly commenting on this as you read can significantly boost their learning. This approach is also helpful for children who come to preschool with familiarity and understanding of how books work. It may be that explicit attention to print reinforces the importance of print as a system and this spurs continued learning for all children.

1. INTRODUCE

- ◆ “This book is called *It Looked Like Spilt Milk*. As I read the book, I’m going to show how the book is set up and how it works!”

2. READ THE BOOK

- ◆ No more than 3 times, make explicit comments about features of the book.

Label Specific Print Features

Comment: “This is the *front* of the book (*point*). And this is the *back* of the book (*point*). The *front* of the book has the *title* or the name of the book on it (*point*). The *title* of this book is *It Looked Like Spilt Milk*.”

Read: “Sometimes it looked like an Ice Cream Cone. But it wasn’t an Ice Cream Cone.”

Comment: “This *page (point)* says, ‘Sometimes it looked like an Ice Cream Cone. But it wasn’t an Ice Cream Cone,’ and this *page (point)* is a picture of an ice cream cone. I am going to turn the *page* with the ice cream cone on it.”

Read: “Sometimes it looked like Spilt Milk. But it wasn’t Spilt Milk. It was just a Cloud in the Sky.”

Comment: “This is the *end* of the book. These are the last *pages*. The book is finished.”

3. REVIEW

- ◆ “The *title*, or the name of this book, was *It Looked Like Spilt Milk*. We looked at the different parts of the book – the *front*, the *back*, the *pages*, and the *end*.”

4. KEEP IT GOING

- ◆ Comment on the characteristics of books as children explore them independently. For example, you may help a child find a specific book by asking them to describe the illustration on the front cover or recall the title. Narrate as children turn the pages and talk about the illustrations and text they see.