



3–5 Years

Language/Literacy: Print Knowledge

WHEN INTRODUCED AND EMPHASIZED: Weeks 1 and 6–7

BEHAVIORS TO OBSERVE

- Understanding How Books Work
- Understanding How Sentences Work

OBSERVATION OPPORTUNITIES

In what ways does the child demonstrate an understanding of how books and sentences work as he/she:

- turns pages from front to back while looking at a book, responds to questions about a book title, and responds to a question about author and illustrator (after Week 1, Day 3)?
- points to lines of words in a top-to-bottom sequence, distinguishes letters from words, and words from sentences, and points to where to begin reading text (after Week 1, Day 3)?
- compares the length of two words as having more or fewer letters, and describes a word as being made up of letters (after Week 6, Day 2)?
- identifies the end of a sentence, perhaps by recognizing a period, question mark, or exclamation point (after Week 7, Day 2)?
- indicates there are spaces between words in a sentence (after Week 7, Day 2)?

FOLLOW-UP LEARNING SUPPORTS

Reinforce

The following activities are designed to support the ongoing development of print knowledge.

Understanding How Books Work

- Encourage children to use a familiar book to “read” to other children, stuffed animals, or dolls.
- Track with your finger where you are reading in a book to help children see the movement from left to right and top to bottom.

Understanding How Sentences Work

- Provide letter games, such as *Spot It Alphabet*, *Alphabet Bingo*, *Scrabble Junior*, *Boggle Junior*, or *Alphabet Go Fish*, and encourage children to play the games with one another.



- Encourage a child to dictate a description of a picture he/she has created and point out features of the text as you write it, such as spaces between words, and how a sentence is a string of words.

Reintroduce

The following activities are designed to support the development of print knowledge among children who need additional support for understanding how books and sentences work.

Understanding How Books Work

- Use a favorite book to emphasize key print concepts in the Week 1, Day 3 group activity.
- Repeat the Week 1, Day 4 group activity to promote the proper care of books, emphasizing parts of a book, such as its binding and covers (front and back).
- Describe what you are doing as you read a book with a child or children. Examples: “I am turning the page so I can read the words on the next page. I have finished reading the words and looking at the pictures on this page.”; “We read the words in a sentence from this way to this way” using a left-to-right motion of your hand or finger (children are not expected to know the concepts of left and right).; “We read sentences from the top to the bottom” using a top-to-bottom motion of your hand or finger.

Understanding How Sentences Work

- Repeat the Week 6, Day 2 group activity. Many concepts are introduced in this activity. You may wish to introduce and discuss several of the concepts on each of two consecutive days.
- Repeat the Week 7, Day 2 group activity to review the concepts of sentence, space between words, and period.