**Script for Print Awareness Deck:**

**Slide 1:***Print awareness and concepts of print is one of the key early literacy components that helps children learn to read.*

**Slide 2:**Photos:
Schoolbus by [Deedster](https://pixabay.com/en/users/Deedster-2541644/) on Pixabay: <https://pixabay.com/en/school-bus-bus-school-1563493/>
Boy with book by [OpenClipart-Vectors](https://pixabay.com/en/users/OpenClipart-Vectors-30363/) on Pixabay: <https://pixabay.com/en/book-boy-lecture-reading-1293414/>

*The underlying principle is that print has meaning,*

*It includes the ability to:*

* *Notice environmental print, logos*
* *Handle a book*
* *Direction of text*
* *Role of author and illustrator*

**Slide 3:**Photo: Joy of reading for toddler; Getty Images https://www.gettyimages.com/license/626661084

*Research: Even for four year olds, ninety-five percent of their visual attention is directed toward the pictures. With the help of adults talking about print and pointing to words, children come to realize that we are reading the text, not the pictures.*

**Slide 4:***Here you get a brief overview of the progression of print awareness and print concepts. We will be going into these in more detail.*

*[Do not read slide.]*

**Slide 5:***It is HOW you share books with children that can develop their print awareness.*

**Slide 6:**Photo: A Voracious Eater by Tom Carmony on Flickr: https://www.flickr.com/photos/fabrico/2447596312/ [CC BY-NC-ND 2.0](https://creativecommons.org/licenses/by-nc-nd/2.0/)

*You can reassure parents that babies chew on books—don’t worry, they are exploring*

*They bat at pages--This is the beginning of learning how to turn pages.*

*Label pictures as you read books.*

**Slide 7:***Food: Los Alimentos* (Say and Play Bilingual) Sterling Press is author

*Toddlers: learning that pictures represent real things—show them a real banana, for example*

*May try to bite the banana in the book*

**Slide 8:**Bunny Funby Sarah Weeks, Harcourt Children’s Books, 2008

*Point to and talk about words your child is interested in*

*Talk about the book—how you hold the book, if they hand it to you upside down, show them you are turning it right side up*

**Slide 9:***Please, Puppy, Please* by Spike Lee, Simon & Schuster Children’s, 2005

*See how PLEASE is written and how we emphasize it with our voice*

**Slide 10:***Rattletrap Car* by Phyllis Root

*Point to words in repeated phrases as children say the words*

*Point out print conventions like the ! Makes us emphasize that sentence.*

**Slide 11:***Point out the parts of factual books, the table of contents, glossary*

*May recognize some words, especially words they are interested in*

**Slide 12:***Annotation tools – adapt as desired*

**Slide 13:***Books:*

*Welcome Home, Mouse* by Elisa Kleven

*The Pigeon Has Feelings, Too!* By mo willems

*\*\*\*interactivity – adapt as desired*

* *ask learners to place checkmarks on things that illustrate print conventions; add comments in chat*
* *respond to comments in chat as appropriate*

*Point out reading and writing in story—elephant reading labels, envelope*

*Print conventions—callouts*

**Slide 14:***Let’s look at other ways to connect Print Awareness to the 5 practices.*

**Slide 15:**Photos:
Food cans by [OpenClipart-Vectors](https://pixabay.com/en/users/OpenClipart-Vectors-30363/) on Pixabay <https://pixabay.com/en/canned-food-tin-can-vegetables-149221/>
Mother and daughter in supermarket shopping; Getty Images

*Talking and print awareness—lots of opportunities to read logos and signs*

*Can point out signs in the library as well*

**Slide 16:***We often sing without the written words in front of us. However if we want to support print awareness as we sing, we can add a songbook.*

*So, we might first just sing “Five Little Monkeys Jumping on the Bed” and then do it again with a book.*

*Another way to support print awareness with singing is to write the words on a flipchart, or some people project them from PowerPoint, and they can follow the words as you all sing the song together.*

*I have found that when I have the words to the song up on a flipchart, I get a lot more participation from the adults.*

**Slide 17:***Writing is one of the best ways to support print awareness. Writing, including scribbling and drawing, help children make the connection between what is written and what is said. If a child draws a heart, he may say, this says “I love you.”*

*Or they may make a picture, which you may be able to tell what it is or not, but the child will tell you what they drew.*

*Children may try writing their names, even if it is “drawing” the letters and the letters may or may not be in order, but it is a first step.*

**Slide 18:**Photos: Girl pretending to be teacher; Getty Images; Garden Store; courtesy of Brooke Doyle

*As children play, we can add writing materials and signs to support print awareness. For example, even when they are playing in the library, whether at a playtime after storytime, or as part of the toys in the picture book area, there are opportunities to add signs and writing. You might label objects around the room.*

*You can add pad and paper for restaurant play, or have them make menus.*

**Slide 19:***Here we are once again with the Early Literacy Planning Tool, this time for Print Awareness and Concepts, with its companion, the Worksheet.*

*We hope you are getting into the rhythm of making these connections between the Planning Tool and what you are doing in your storytimes, to build intentionality.*

**Slide 20:***Closing acknowledgement slide*