

## 1. I CAN LABEL THE FRONT AND BACK OF A BOOK.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.3.1.1.a

#### RE-KINDERGARTEN

23

#### IRTH – 3 YEARS

31

**Example:** I can <sup>P</sup>point to and tell you the <sup>B</sup>back of the book, and I can point out the back of the book.

### LARGE GROUP

Before reading a Read Aloud, point out the front and back of the book and have children repeat those words.

In future Large and Small Group sessions, repeat this activity so children become more familiar.

### SMALL GROUP

**TALK:** Explain the front of the book and the back of the book to the children. Talk about the differences they see on the front and back of a book.

**READ:** As a group, read the title on the front of the book, then read all of the words on the front of the book. Have children “read” and point to the different parts of the front and back of the book.

**WRITE:** Have children write the words “front” and “back” on post-its and then label the book.

### ACTIVE LEARNING

When reading a book in the Reading Center, be sure to mention the front and back of the book.

Provide post-it notes for children to continue to label the “front” and “back” of books in the Reading Center.

## 2. I KNOW HOW TO TURN PAGES OF A BOOK.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.3.1.1.a

#### RE-KINDERGARTEN

23

#### IRTH – 3 YEARS

31

**Example:** I can use the side or corner of the page to turn to the next page so we can read more of the story.

### LARGE GROUP

Have the “Helper of the Day” carefully turn the pages of the Big Book Read Aloud. Eventually, each child will have a turn to practice turning pages.

### SMALL GROUP

**TALK:** Explain and demonstrate how to turn the pages carefully in order to read more of the story.

**READ:** Read a story with children. While reading, let each child turn the pages of the book to practice this skill.

**WRITE:** Have children write about their favorite part of the story (either via picture or picture with dictated words).

### ACTIVE LEARNING

During a story reading in the Reading Center, allow children to be the page turners while the adults read a story (or as they read the story together).

### 3. I READ BOOKS STARTING FROM THE FRONT AND GOING TO THE BACK.

#### STANDARDS (MATH STANDARDS ARE **BOLD**)

##### KINDERGARTEN

0.3.1.1.a

##### RE-KINDERGARTEN

23

##### IRTH – 3 YEARS

31

**Example:** I <sup>B</sup>look for the front cover, <sup>B</sup>open the book, and keep turning pages so I can read the whole book.

#### LARGE GROUP

Model how to move through a book using a think aloud while reading a story. Ask children, *"Are you ready to read? First I will open the cover. I see there are words at the top of the page, so I will read the words. Okay, now I finished that page, now I can turn to the next page."* etc.

#### SMALL GROUP

**TALK:** Ask children to describe how to read a book before reading a book. Ask them *"What do you do first when you are getting ready to read a book?"*

**READ:** Read a story with children. Encourage them to tell what to do next when reading the story. Pass out individual copies of the book, and have each child show you where to start reading, and how they read from front to back.

**WRITE:** Let children write and/or draw their favorite part of the book.

#### ACTIVE LEARNING

While children read books in the Reading Center, continue to have them describe how to read a book (what to do next, etc.).

## 4. I UNDERSTAND THE MEANING OF FIRST AND LAST.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.10.1.1

#### RE-KINDERGARTEN

41

#### IRTH – 3 YEARS

23

**Example:** I <sup>P</sup> can tell which page is the <sup>B</sup> first and last page of a book. I <sup>P</sup> can identify the first and last word on a page.

### LARGE GROUP

Read a book (*A Bus for Us*). Have children pair up to act out the story for peers, and then ask children what comes next. The teaching point could be first, next, and last.

### SMALL GROUP

**TALK:** Ask children who was the first person to sit down in the group, who was last? Model this skill for them and say, *"I know that Johnny was first because I saw him walk to the table and sit down before anyone else. I know Susie was last because no one came after her."*

**READ:** Have children find the first page and the last page of the book they are reading, or the first and last word of a poem or a page of the book.

**WRITE:** Let children circle, underline or put a sticker on the first and last word on a copied sheet of text.

### ACTIVE LEARNING

During play, use whatever manipulatives children are interested in to reinforce the concept of first/last.

*"Which dinosaur is first in this row?"*

*"Which block did you use first when you built this?"*

*"This is the last book we need to put on the shelf."*

## 5. I CAN POINT TO WHERE WE READ THE PRINT.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.3.1.1

#### RE-KINDERGARTEN

23, 29 and 46

#### IRTH – 3 YEARS

27 and 31

**Example:** I c<sup>P</sup>an locate the beginning<sup>B</sup> of a sentence.

### LARGE GROUP

Before beginning Read Aloud model where to start reading. Choose a helper who is struggling with this skill to come up and point to where to begin reading.

### SMALL GROUP

**TALK:** Model for children how to start at the top left and move right while reading a book. p oint out the differences between words and letters and recognizing punctuations.

**READ:** Give each child a copy of a book. Ask for a volunteer to show everyone where to start. Encourage the other children to follow along with their own book.

**WRITE:** Have a pre-printed page of text and 2 different colored markers or highlighters. Underline/ highlight the first word and last word of the sentences.

### ACTIVE LEARNING

Seek out a child who is struggling with this concept and have them show where to start reading.

Use any familiar print around the room (posters, daily message, word wall, helper chart) and encourage the child to practice this skill.

## 6. I KNOW WHICH WAY TO READ PRINT.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.3.1.1

#### RE-KINDERGARTEN

29

#### IRTH – 3 YEARS

31

**Example:** I <sup>P</sup>know when I want to read<sup>B</sup>, I start on the left and move to the right.

### LARGE GROUP

Before reading the Daily Message, explain to children that when reading you start on the left and move to the right. Choose a child to use the pointer and read the Daily Message together practicing this skill.

During Read Aloud use a big book, pointing with your finger or a pointer to the text as you read. Ask children where to start, and continue modeling reading from left to right.

### SMALL GROUP

**TALK:** With books or print in front of children, ask *“Which way do our fingers and eyes move across the page? How do you know? Where have you seen this before?”* Tell children that when reading, you go from left to right. Ask them what left and right means

**READ:** Ask children to move their finger across the page as you read the text together. Point out explicitly how to return to the left on the next line of text. Have children point to the beginning in the air and follow with their fingers and eyes.

**WRITE:** Give children white boards or paper to practice writing. Use a sticker or star on their page to show where to start writing. Re-read their writing together, asking them where they should start reading.

### ACTIVE LEARNING

While children are in the Reading Center use the same language as you did in Small and Large Group.

Check to see that their eyes are following the text from left to right.

## 7. I CAN TELL YOU IMPORTANT DETAILS FROM A BOOK.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.3.1.1

#### RE-KINDERGARTEN

24

#### IRTH – 3 YEARS

31

**Example:** I can tell you the main events and characters from a book. I may be able to identify the problem and/or solution of the plot.

### LARGE GROUP

Model how to think about the story by doing a *Think Aloud*. Stop at critical places in the story to insert your thoughts in order to model how a reader can make personal connections to the important details of a story. For example, *"The gingerbread man is running away. Sometimes when we run away we are scared, but I see he is smiling, so I think he is having fun."*

### SMALL GROUP

**TALK:** Choose a familiar book to use during Small Group. Have a conversation with children about the book (elements of a story, characters, setting, plot, etc.).

**READ:** Look through the book together, looking at each page. Have children tell you the story as you read, using the pictures as a guide.

**WRITE:** Have children draw a picture of their favorite part of the story. Use teacher dictation to record their thoughts. Bind the pages together, and add to the Reading Center.

### ACTIVE LEARNING

While children are playing in centers, encourage them to read the books connected to the Area of Study. As they read, let them tell you the story.

Connect the important details of the story to children's personal experiences, feelings, and ideas.

## 8. I RECOGNIZE THAT PRINT MATCHES THE PICTURES IN A BOOK.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.3.1.1

#### PRE-KINDERGARTEN

24

#### IRTH – 3 YEARS

30

**Example:** I know that the pictures help me understand what the words are saying.

### LARGE GROUP

During Read Aloud point out specifically what the print says and connect this to the illustrations. For example, while reading *"The Very Hungry Caterpillar"* point out where the text says "very fat caterpillar," and the picture shows a very fat caterpillar. Explain to children that the pictures in the book match words, and that this helps the reader understand the story.

### SMALL GROUP

**TALK:** While reading, talk about the vocabulary from the book. Talk about and explain the connections between the illustration and the print.

**READ:** Read a book from the *School-Home Partners in Learning* (SHPL) Curriculum with vocabulary words in the text as well as illustrations.

**WRITE:** Prepare picture cards with vocabulary words that match the book. Have children match pictures with oral vocabulary words and help them write vocabulary words on corresponding cards.

### ACTIVE LEARNING

Model for individual children who struggle how they can use pictures to help "read" the story.

Show them that even if they can't read the words, they can use pictures to understand the main parts of the story.

Page through a familiar text with children and have them tell the story using pictures only, then confirm what they have "read" by reading the words to them.



## 9. I KNOW THERE IS A SPACE BETWEEN WORDS IN A SENTENCE.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.3.1.1.c

#### RE-KINDERGARTEN

23

#### IRTH – 3 YEARS

31

**Example:** I <sup>P</sup> can point to the space between the words " I can jump." <sup>B</sup>

### LARGE GROUP

Use a Shared Reading to highlight spaces between words. Use highlighter marker or highlighter tape.

### SMALL GROUP

**TALK:** Talk about what a space is and where they are located in a sentence.

**READ:** Pre-write a sentence on a sentence strip from a familiar text (Shared Reading). Read the sentence together. Cut the first word off of the sentence strip and show how words are separate in a sentence. Put the cut up sentence back together, leaving space between the words.

**WRITE:** Have children write their first name twice, leaving a space in between. For higher level children, write words from a familiar sentence with spaces between words.

### ACTIVE LEARNING

Use a full Shared Reading on sentence strips for the model sentence.

Cut apart a second copy of the Shared Reading into individual words.

Allow children to manipulate the words, and put the sentences back together using the word cards.

Emphasize the space between words when supporting children with this activity.

## 10. I CAN POINT TO EACH WORD AS I READ.

(ONE-TO-ONE MATCH)

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.3.1.1.c

#### RE-KINDERGARTEN

23

**P.1.1.1**

#### IRTH – 3 YEARS

31

**Example:** I <sup>P</sup>oint to three words with <sup>B</sup>my finger when I read , "I can hop."

### LARGE GROUP

During Read Aloud, use a pointer to point to each word on the page as you read. Invite children to join in with reading aloud as the teacher points.

### SMALL GROUP

**TALK:** Prepare sentences from a familiar text on sentence strips and cut apart. Talk with children about the difference between individual words in the sentences. Let children put the sentence back together.

**READ:** Read the sentences with children, and practice pointing to words as they read (say) them.

**WRITE:** Let children write their name or other known words and read them back to the teacher. Encourage them to practice pointing to each word as they read.

### ACTIVE LEARNING

During Read Aloud, use a pointer to point to each word on the page as you read.

Invite children to join in with reading aloud as the teacher points.

## 11. I KNOW LETTERS HAVE UPPER AND LOWER CASE.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.3.1.1.d

#### RE-KINDERGARTEN

28

#### IRTH – 3 YEARS

32 and 35

**Example:** I know this is an uppercase <sup>P</sup>K.

### LARGE GROUP

During Shared Reading, point out the difference between familiar capital and lowercase letters. Use two different colored highlighters or highlighter tape find upper and lower case letters. Let children point out target letters.

### SMALL GROUP

**TALK:** Gather magnet letters in upper and lowercase pairs of familiar letters (first letters of children's names in Small Group). Talk with children about which ones are upper case and which ones are lower case. Sort according to upper and lower case or have children find the matching upper and lower case pairs.

**READ:** Read (name) letters before children begin to sort, and again afterwards. Encourage them to use the words "upper case" or "lower case" as they sort and name letters.

**WRITE:** Let the children practice writing their name in all uppercase letters or lowercase letters. Use markers, crayons, or even magnetic letters.

### ACTIVE LEARNING

Add magnetic upper and lower case letters or sets of matching upper and lower case letter cards to the sensory table.

Encourage children to practice matching and/or sorting upper and lowercase letters.

In the writing center encourage children to make upper or lowercase letters.

Add laminated upper and lower case letters to the Block Center.

Encourage children to use blocks or other manipulatives to make upper and lower case letters, using the laminated letters as a guide.

## 12. I KNOW WHEN TO WRITE UPPERCASE LETTERS.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.10.2.2.a

#### RE-KINDERGARTEN

43 and 44

#### IRTH – 3 YEARS

35 and 57

**Example:** I <sup>P</sup>write my name [Tyler] <sup>B</sup>every day, and know that I always have to use an uppercase T because it is the first letter of my name.

### LARGE GROUP

Before Read Aloud, ask children to watch for uppercase letters in the text. Hav e them point to and/or name where they see uppercase letters. Ask them why the author used upper case letters.

### SMALL GROUP

**TALK:** Allow children to go on an uppercase letter hunt to find uppercase letters around the room. When they come back to the group, talk about what they discovered. Ask them why the letters are upper case.

**READ:** Choose a book from the *School-Home Partners in Learning* (SHPL) Curriculum. While reading together, emphasize the uppercase letter at the beginning of words. Ask children why the words have upper case letters. If they don't know why, explain the reason ("We use upper case letters at the beginning of names.")

**WRITE:** Allow children to practice writing their own names and/or their friends' names with uppercase letters at the beginning.

### ACTIVE LEARNING

Prepare a checklist for uppercase letters.

Encourage children to go on an uppercase letter hunt around the room.

Give them pointers along with their clipboards and checklist.

### 13. I CAN FIND THE PUNCTUATION ON A PAGE.

#### STANDARDS (MATH STANDARDS ARE **BOLD**)

##### KINDERGARTEN

0.10.2.2.b

##### RE-KINDERGARTEN

44

##### IRTH – 3 YEARS

35 and 57

**Example:** I <sup>P</sup> can point to the period <sup>B</sup> at the end of a sentence. I know it is not a letter.

#### LARGE GROUP

Before beginning Read Aloud tell children that you are going to look for punctuation in the text. Show them examples of periods, exclamation points, questions marks, etc. While reading, choose different children to come up and put highlighter tape on the big book where they see punctuation marks.

#### SMALL GROUP

**TALK:** Look through the book or poem together and have children point out where they see punctuation on a page.

**READ:** Read a book or poem with children. Choose a text that has varied types of punctuation (periods, commas, exclamation points, etc.).

**WRITE:** Give children white boards and let them practice making one of the kinds of punctuation marks they saw while reading.

#### ACTIVE LEARNING

Add laminated copies of pages of your Read Aloud book to the Reading Center on a clip board.

Encourage children to use dry erase markers to find and circle or underline the punctuation on the page as they read through the pages.

## 14. I CAN NAME THE PUNCTUATION ON A PAGE.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.10.2.2.b

#### RE-KINDERGARTEN

44

#### IRTH – 3 YEARS

35 and 57

**Example:** I <sup>P</sup>can tell you that “<sup>B</sup>!” is an exclamation point.

### LARGE GROUP

Using body motions, practice naming punctuation marks. For a period, it's a hand out like you are stopping traffic. For an exclamation mark, children stand straight and tall with arms together pointing up. For a question mark, children put hands out to side and shrug their shoulders. During a transition time, hold up a copy of a punctuation mark and have children name it and do the corresponding body motion.

### SMALL GROUP

**TALK:** As you read, stop at each punctuation mark and have children name the punctuation on the page. Ask them to explain how they know it is that punctuation. (*How do you know that is a period?*)

**READ:** Choose a book or poem to read during Small Group with various types of punctuation.

**WRITE:** Have children draw a picture and write a sentence (dictation or approximated writing) and tell you which punctuation mark they are going to put at the end of their sentence.

### ACTIVE LEARNING

Encourage children to practice the actions for the punctuation marks when they act out a Read Aloud.

Using a Shared Reading, allow children to highlight all of the punctuation marks and name them for the teacher.

Add punctuation marks on index cards to your Sensory Table. Let children sort the punctuation into corresponding piles, and name them as they find them.

## 15. I UNDERSTAND WHAT THE PUNCTUATION MEANS.

### STANDARDS (MATH STANDARDS ARE **BOLD**)

#### KINDERGARTEN

0.10.2.2.b

#### RE-KINDERGARTEN

44

#### IRTH – 3 YEARS

35 and 57

**Example:** I <sup>P</sup>know that "!" means the <sup>B</sup>writing is exciting. I know that a "." means to stop reading, my thought is done.

### LARGE GROUP

Embed several different types of punctuation marks into the Daily Message. While reading with children, have them first identify the punctuation and then have them explain the meaning of each punctuation mark. play with the sentences and replace the punctuation mark with another, and talk about what changes in the sentence.

### SMALL GROUP

**TALK:** Talk about the different punctuation marks before re-reading a story. Hav e children watch for punctuation marks while you are reading and have them tell you how you should read the sentence.

**READ:** Read a familiar book with children and pay attention to punctuation.

**WRITE:** Make a chart of the punctuation marks that were found during reading. Make pi cture cues to remind children of what they mean.

### ACTIVE LEARNING

Let children explore with the Shared Reading or big book Read Aloud, paying attention to punctuation.

Provide index cards with punctuation marks and let children manipulate sentences substituting in different types of punctuation.

Ask them to tell you what the punctuation means in each sentence.