Awareness of Print

Being familiar with printed words helps children feel comfortable with books and understand that print is useful. It is one of the six early literacy skills that help young children become readers.

Here are some ways to help your child develop print awareness:

- Show children that print is all around them. Point it out in signs, on menus, and in books and newspapers.
- Run your finger along the bottom of words while reading. This helps children understand that print runs from left to right and that you are reading text rather than looking at pictures.
- Point to some words as you say them, especially words that are repeated.
- Label objects around your home, such as “bed,” “window,” “door,” and “toys.”
- Let your child turn the pages. When you are done reading, let her hold the book and tell you the story.
- Talk about and play with punctuation marks. Show your child what an exclamation mark and a question mark are, and why you read those sentences differently (see page 2).
- Encourage children to play with print every day. Help them make lists, write notes, make signs, etc.

Book of the Month

Knuffle Bunny, by Mo Willems

Oh, no! Little Trixie realizes she’s left her favorite stuffed animal, Knuffle Bunny (pronounced “k-nuffle,” with a hard ‘k’ sound) at the Laundromat, but Daddy can’t understand her efforts to tell him what is wrong. Parents and young children will see themselves in this hilarious story, which is cleverly told through the pictures as well as the text.

Author/illustrator Mo Willems has received many awards and honors for his books. Here are some favorites:

See more books, play games, and meet other Mo Willems characters at www.mowillems.com

Kinds of books that develop print awareness:

- Books with lots of punctuation marks
- Books with signs, lists, labels, menus, charts, instructions, etc. as part of the illustrations
- Books in which characters are using print in different ways, such as writing a letter, or making a checklist
- Any book!
More fun with Knuffle Bunny...

Print awareness... As you read the story with your child, point out the words on the signs in the photos, such as “Laundromat,” and “Not responsible for clothing or articles left on the premises.” Talk about what the words tell us.

Talk about it... This story also has lots of word bubbles with bold print. Point these out to your child and explain that word bubbles are used to show what the character is saying. Also point out the different types of punctuation marks and type, and show how these clues tell us how to read the words with emotion.

Out and about... To help your child become aware of print, take a walk through your neighborhood and point out things with print on them: stop signs, street signs, businesses, newsstands, bus stops, etc. Help your child read the words.

Choosing quality books:
American Library Association (ALA) Awards

Though many picture books are considered high-quality for children, choosing award-winning books such as those sponsored by the ALA are a good way to begin introducing your child to the best children’s literature.

The Geisel Award (Dr. Seuss) is presented each year to the best American book in English for beginning readers.

The Caldecott Medal is awarded each year to the artist of the best-illustrated American picture book for children.

Look for these gold or silver medals at your local library.

Action Rhyme

Teddy Bear Teddy Bear

(Make up actions to go with the words)

Teddy Bear, Teddy Bear, shut the door.
Teddy Bear, Teddy Bear, count to four.
Teddy Bear, Teddy Bear, reach up high.
Teddy Bear, Teddy Bear, wink one eye.
Teddy Bear, Teddy Bear, put away your shoes.
Teddy Bear, Teddy Bear, that will do.
Teddy Bear, Teddy Bear, touch your nose.
Teddy Bear, Teddy Bear, touch your toes.
Teddy Bear, Teddy Bear, climb in bed.
Teddy Bear, Teddy Bear, rest your head.
Teddy Bear, Teddy Bear, turn out the light.

What your library can do for you...

You can read hundreds of free online books with your child by visiting your local library’s website and clicking on Tumblebooks™.

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