

Did you know ...



Children with print awareness understand that print has different functions; for example, menus list food choices, a book tells a story, a sign can point to a favorite restaurant or warn of danger. Show children that print is all around them. Point it out when you are out in the community or around the house.

It takes time and practice for children to understand that letters are symbols that create words and that words represent things. Model for your child how to hold a book and that you read a sentence from left to right. Running your finger under the words as you read shows them to read from the top to the bottom of the page. Make a game of these skills to keep it fun!

Here's how ...



- ❖ Have a special box or drawer with materials that your child can use for writing and drawing.
- ❖ Create writing kits filled with different types of paper, envelopes, labels and stickers, greeting cards, note pads, and a variety of writing tools.
- ❖ Junk mail can be a treasure trove for your child. Save envelopes, labels, stickers, or small writing pads you receive to put in your child's writing kit.
- ❖ Provide lots of experiences for writing practice—let your child write with their finger in pudding or shaving cream on a flat surface, draw in sand or dry Jell-O in a flat box or pan, write letters with paint and a paint brush, and/or use sidewalk chalk.

Read

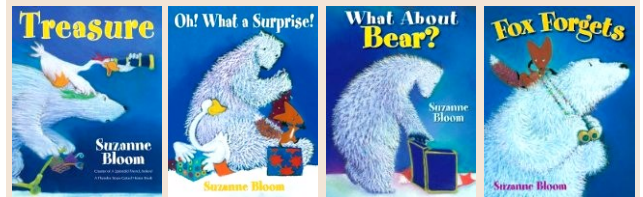


A Splendid Friend, Indeed by Suzanne Bloom



Bear wants to read and write and think. Goose wants to talk and talk and talk. Can Bear and Goose be friends? Suzanne Bloom's picture book says a lot about friendship with just a few words and charming illustrations in this Theodor Seuss Geisel Honor Book.

Other Bear and Goose stories:

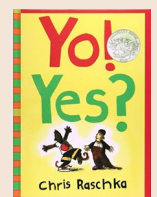
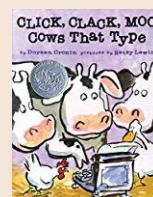


Choosing Books



Books that develop awareness of print:

- 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
- Books with speech or thought bubbles
- Recipe books



Talk



Point out the print that is around you each day, such as the words on cereal boxes or cans, street signs, menus, etc. Talk with your child about the different ways print is used: The words on the cereal box tell us what is inside; the street signs tell us what to do or where to go; the words on the menu tell us what our choices are and how much the food costs. Print has many jobs!

Write



Help your child write a letter to a friend or relative. Let her “write” her words in her own way. You can write the correct spelling very tiny underneath her words if you wish, or you can let her “read” her letter to her friend herself.

Play



Fingerplays help develop the little muscles in fingers that are used to hold a pencil later on. Try this one:

I have two friends,
(hold up two fingers on left hand)
And they have me;
(hold up one finger on right hand)
Two friends and me,
(bend each from left to right)
That’s one, two, three!
(hold up while saying 1, 2, 3)

Here is a fun **action song**, to the tune of *Mary Had a Little Lamb*:

Will you be my friend today,
Friend today, friend today?
Will you be my friend today,
and _____ along with me?

Fill in the blank with “dance,” “clap,” “wiggle,” etc. and do those movements together.



Sing



The More We Get Together

The more we get together,
together, together,

The more we get together,
the happier we’ll be.

‘Cause your friends are my friends,
and my friends are your friends.

The more we get together,
the happier we’ll be!

Add more verses!

The more we play together...

The more we dance together...

Hear this song from King County Library System
“Tell Me a Story”

[https://kcls.org/content/
more-we-get-together/](https://kcls.org/content/more-we-get-together/)



At your library ...



Don’t have a library card? You can still visit your library for storytimes or to read with your child. Ask your librarian about how to apply for your own card today!