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Handle a Book and Track Print

Language Objectives

- Hold a book right side up and turn pages correctly.
- Track print from left to right with a return sweep at the end of a line.
- Follow print from the top of the page to the bottom and from page to page.

Building Literacy

Print awareness is critical for children learning to read. Children with print awareness understand that print is organized on the page.

- Children learn that books are held right side up.
- Children learn that books are read from front to back, from top to bottom, and from left to right.
- Children learn to turn the page when they come to the end of the print on a right-hand page.

Focus on Language

These English words are used in this lesson. Consider using gestures or actual books to make sure the English learners have these words in their vocabulary.

book	upside down
cover	left
pages	right
top	words
bottom	pictures
right side up	



ENGLISH LANGUAGE LEARNERS

Tracking print from top to bottom and from left to right can be challenging for English language learners with home languages, such as Arabic, that track print in a different direction. Reinforce directional tracking by using your finger or a pointer to demonstrate top-to-bottom and left-to-right tracking whenever you display text in the classroom.



show me

Tell children that today they are going to learn how to handle a book and how to follow the words in a book.

Have children look at p. 77 in their Targeted Lessons Student Book and point to the 1. This picture shows the front cover of a book. It is called *A Winter Home*. When you get ready to read a book, the first thing you need to do is make sure you're holding it correctly. The top should be up and the bottom should be down. You can tell if you have the book the right way up by looking at the picture and the words on the cover. Are the words and the picture on this book the right way up? (yes) Point to the top of the book. Point to the bottom of the book. This book is the right way up.



Have children point to the 2. Explain that this picture shows two pages from inside the book *A Winter Home*. When we read and write, it's important to know what direction the words go. We read from the top to the bottom of a page and we read the words from left to right. Look at the pages from *A Winter Home*. The first thing on page 2 is a picture. Point to the picture. It's a chipmunk. Put your finger under the word that begins with an uppercase *T*. This is the first word in the sentence. Follow along as I read the words. Your finger should move from left to right and from top to bottom. Read the text on p. 2 of *A Winter Home*, stopping when you get to the end of the first line. When we get to the end of a line, we have to move our eyes down one line and all the way back over to the left. Demonstrate a return sweep with your finger. Then read the rest of the sentence. Notice the dot at the end. This is a period that shows where the sentence ends. We just read from top to bottom and from left to right. Listen and follow along with your finger again as I read that one more time. This time I won't stop reading until we get to the period at the end of the sentence. At the end of the first line, just move your finger down to the beginning of the next line and continue on.

Tell children that when they finish reading all the words on one page, they should go to the next page. Let's go on to the next page. Point to the picture of the bear. Now put your finger under the first word under the picture of the bear. It begins with an uppercase *C*. Listen and follow along with your finger as I read the words on this page.


20

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show me

- 
- 

The chipmunk is looking for a bed for the winter.



Can he sleep in a den? No, not in a den!

PHONOLOGICAL AND PRINT AWARENESS 77

TEACHING STRATEGIES

Some children may need help remembering which side is left and which side is right. Explain that if they hold both hands in front of them with their thumb and pointer fingers on both hands stretched out, their left thumb and finger will make an uppercase *L*, which is the first letter in the word *Left*. They can do this whenever they need a reminder of which side is left and which side is right.

➞

guide me

Handle a Book Have children look at the top of p. 78 from the Targeted Lessons Student Book and point to the 3. This picture shows pages from a book. You can tell if this book is right side up or upside down by looking at the words and the pictures. Point to the book that is right side up. Point to the book that is upside down. Circle the book that is right side up.

➞

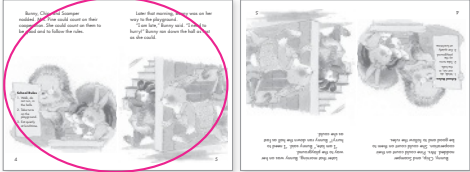
work time

Have children point to the 4. This picture shows pages from another book. Look at the pictures and the words to figure out which book is right side up and which book is upside down. Circle the book that is right side up.

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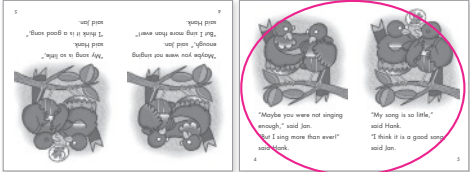
➞ guide me

3.



➞ work time

4.



78 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Use classroom books to demonstrate handling books correctly. Give each child a book and check to be sure they are able to determine which side is up and can hold a book and turn the pages correctly.

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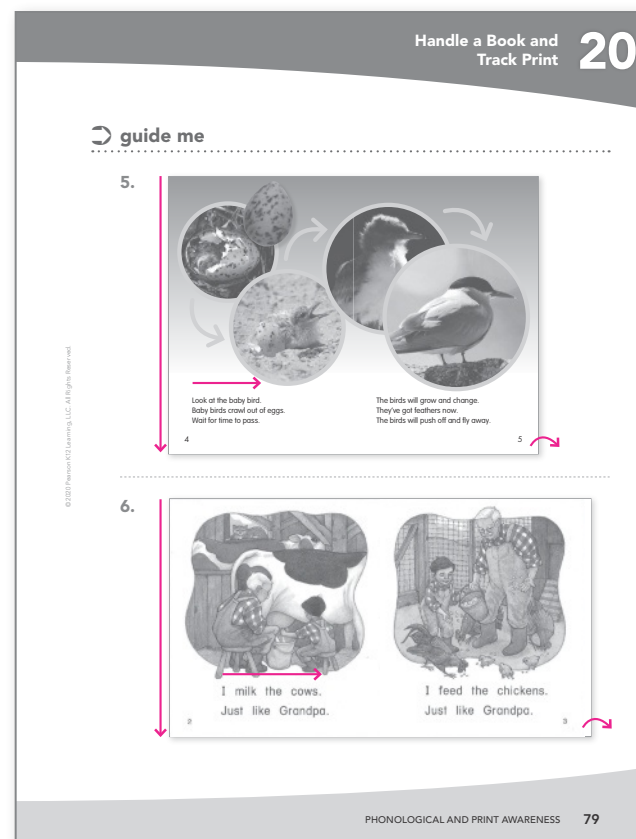
guide me

Track Print Have children look at p. 79 from the Targeted Lessons Student Book and point to the 5. Explain that the picture shows two pages from a book about animals. These pages are from the book *Animals Change and Grow*. When we read the words on these pages, we go from left to right and from top to bottom. Find the first word under the pictures. It begins with an uppercase *L*. Now listen and follow along with your finger as I read from left to right and from top to bottom. When you get to the end of a line, remember to move your finger down one line and all the way back to the left. Read the text, using your finger to track the print as you read. Pause but do not stop at the end of each line and model sweeping your finger back to the beginning of the next line. Stop after the last line on p. 4. Read p. 4 again, having each child follow along with a finger.

When we get to the end of a page, we move to the next page and read in the same way. Put your finger on the first word under the picture on page 5. It begins with an uppercase *T*. Follow along with your finger as I read from left to right and from top to bottom.

Now let's draw arrows on these pages to show what direction we read. Draw an arrow to show how we read from top to bottom. As needed, demonstrate drawing a down arrow. Draw an arrow on page 4 to show how we read from left to right. Demonstrate drawing a right pointing arrow above the text on p. 4. Draw an arrow to show that you need to turn the page at the end of page 5.

Have children point to the 6 and repeat the routine with the two pages from the book *Just Like Grandpa*. After reading from left to right and top to bottom, ask children to draw arrows on the page showing the direction they read and have them finish with an arrow indicating turning p. 3.



TEACHING STRATEGIES

Use classroom books to demonstrate tracking print from left to right, from top to bottom, and from page to page.



work time

Have children look at p. 80 from the Targeted Lessons Student Book. Point to the 7. These are pages from the book *Time for Dinner*. Now it's your turn. Work with a partner. Use your fingers to show how you would read the words on these pages. Then draw arrows to show how you read from left to write, from top to bottom, and from page to page.



check for understanding

Let's see what you learned about handling a book and following the words. How can you tell if a book is right side up or upside down? (the pictures and the words) When you read the words in a book do you start at the bottom or the top? (the top) Do you read from left to right or from right to left? (left to right) What do you do when you get to the end of a page? (turn the page or move your eyes to the top of the next page)



reflect

Have children turn and talk to a partner about what they have learned. What did you learn about how to handle a book and how to follow the words when you read? If time permits, distribute books from the classroom library and have partners demonstrate for each other how to hold a book right side up, how to track print from left to right and top to bottom, and how to turn the pages.

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work time

7.

Mom looks at her watch.
It is five o'clock.

6

We are eating dinner too.

7

80

PHONOLOGICAL AND PRINT AWARENESS

Handle a Book and Track Print

➞ show me

1.



2.



The chipmunk is looking for a bed for the winter.

2

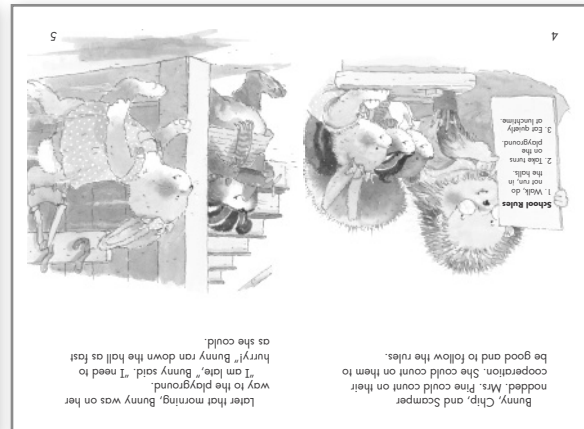
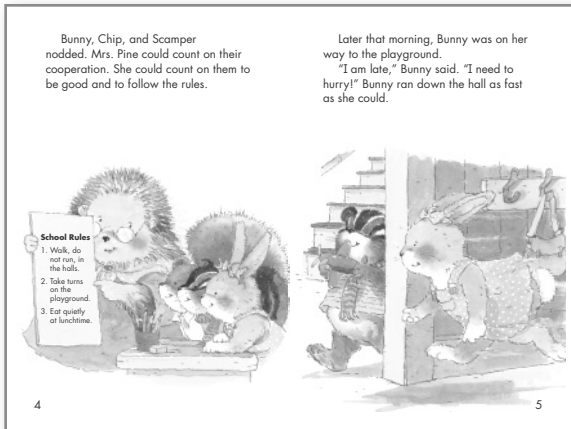


Can he sleep in a den?
No, not in a den!

3

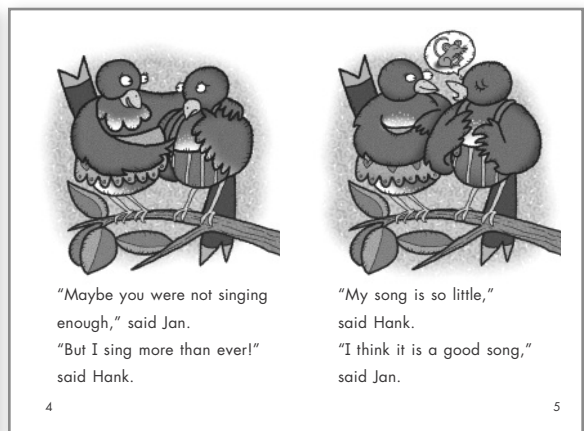
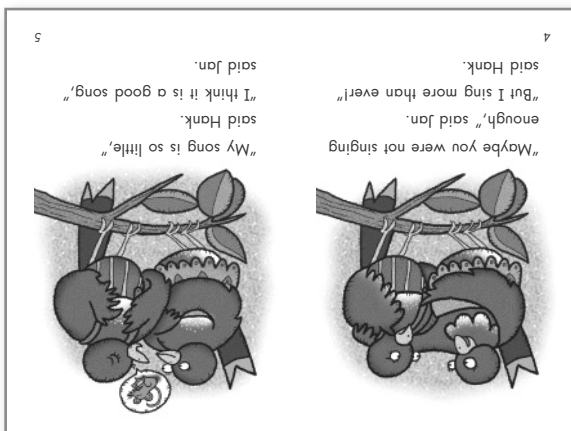
guide me

3.



work time

4.



➤ guide me

5.




Look at the baby bird.
Baby birds crawl out of eggs.
Wait for time to pass.

The birds will grow and change.
They've got feathers now.
The birds will push off and fly away.

4

5

6.



I milk the cows.
Just like Grandpa.

I feed the chickens.
Just like Grandpa.

2

3

work time

7.



Mom looks at her watch.
It is five o'clock.

6



We are eating dinner too.

7