

# Print Awareness Activity Box

## Designed to meet these objectives:

### Language

- Students will understand that the purpose of print is to communicate.
- Students will distinguish between letters, words, and pictures.
- Students will distinguish between the author, illustrator, and the parts of a book.

Give your students a variety of ways to learn and practice print awareness with this convenient, hands-on activity box! The easy-to-use kit comes with activities that can be used by the teacher as instructional materials or by students in small groups, in pairs, or individually. It's perfect for a learning center! The set includes a question box, special pointers, song charts, sorting mats and sorting cards, and much more! Inside this guide, you'll find activity ideas and assessment sheets to quickly track students' progress. Teaching print awareness has never been so much fun...or so easy!

## What's Included

- Print awareness question box
- 25 print awareness question cards
- 2 vinyl pointers
- Small pocket chart
- 15 word cards
- 15 number cards
- Title card
- 2 song charts
- 4 sorting mats
- 36 picture, word, and letter sorting cards
- 4 write & wipe markers
- 4 make-a-list activity cards
- 32 make-a-list word cards
- 4 rings

## Suggested Activities

### Word and Number Cards

- Place the title card ("How many letters are in the word?") in the top pocket of the chart and place three word cards in the pockets underneath. Point to each card and ask students to look at the picture and tell what the word is. Then, have students count the letters in each word. Place the corresponding number cards next to the word cards in the pocket chart.
- Lay out five or more word cards on a table or on the floor. Place the "3" number card in the pocket chart under the title card. Point to the number "3" and say, "Which word has three letters?" Have students look over the cards and place any cards with three-letter words in the pocket chart. Then, read each word and have students count the letters to check their work. Repeat the activity with different number cards.



### WARNING:

**CHOKING HAZARD**—Small parts.  
Not for children under 3 yrs.

## **Sorting Mats**

- Gather a group of four students at a table and give each student a sorting mat. Show them that the mat has three columns: "picture," "letter," and "word." Lay out all of the sorting cards in the middle of the group and ask, "Which cards show pictures?" Have each student find three picture cards and place them correctly on his or her mat. Next, prompt the students to find and sort the letter and word cards.
- Place the sorting cards and mats at a center and allow students to sort the cards on their own. You may wish to place all cards of the same color together in a small envelope or reusable bag so that more than one student at a time can visit the center and use the sorting mats and cards.

## **Picture, Word, and Letter Sorting Cards**

- Use the picture, word, and letter sorting cards as flash cards to practice word recognition and build students' knowledge of sight-words.
- Gather students in a circle and give each student a picture, word, or letter sorting card. Sing the following song together (to the tune of "If You're Happy and You Know It"):  
If you have a letter card, turn around.  
If you have a letter card, turn around.  
If you have a letter card, lift it high and touch the sky!  
If you have a letter card, turn around.  
If you have a picture card, stomp your feet...  
If a word is on your card, jump up high...

## **Shopping List**

- Gather a small group of students at a table and display one of the make-a-list activity cards and the corresponding set of word cards. Ask students what kinds of items they might purchase at the type of store they'll be "visiting." For example, say, "We are going to make a trip to the market. What are some things we should put on our shopping list?" Invite students to give suggestions, and then look through the cards on the ring to see if they can find the item they suggested. Use a write & wipe marker to write the words on the activity card. Ask students which letters are in the words and how many letters there are.
- In advance, write three or four words from a set of ring cards on the corresponding make-a-list activity card. Show the list to a small group of students, point to one word at a time, and ask students to find the card on the ring that matches it. Have them say the letters in the word and count how many letters it has.

## **Song Charts**

- Hold up a picture book and explain to students that it sometimes takes two people to create a book, an author and an illustrator. Explain what each one does, and be sure to tell students that sometimes one person does both jobs. Show students where to find the author's and illustrator's names on the book cover and the title page. Display the song charts and teach children the two songs about authors and illustrators. Use these songs each time you read a story to reinforce what authors and illustrators do.

## **Pointers**

- Before reading a story to the class, show students the "Where is the title?" pointer. Invite a volunteer to come up and use it to point to the title on the book cover. Read the title aloud and have students repeat it after you. The yellow side of the pointer can be used for a variety of activities. For example, students can point to the author's name, the spine of the book, the front or back cover, or an illustration.
- Have students use the "How many letters?" pointer to count the number of letters in a word in the pocket chart.
- Have students use the "How many words?" pointer to count the number of words in a sentence.

## **Question Box**

- Each day, visit the Print Awareness Question Box with your class! Place all of the question cards in the box and then invite a student to pull out a card. Show the card to the class and read it aloud, and then let students answer the question.
- You can use the Question Box to hold other sets of cards in the Activity Box. Place all of the picture, word, and letter sorting cards in the Question Box. Invite a student to pull out a card from the box and then call on another student to name the picture or letter, or read the word on the card.


# Print Awareness Assessment Record Sheet


Child's Name: \_\_\_\_\_


Date Assessed: \_\_\_\_\_ Date Assessed: \_\_\_\_\_ Date Assessed: \_\_\_\_\_

### Distinguishing Between Print and Pictures

Show the child the top row of boxes. Say, "Point to the letter. Point to the word. Point to the picture." Check a box to show whether the child's responses were correct or incorrect.

	Correct	Incorrect
1. S	<input type="checkbox"/>	<input type="checkbox"/>
2. 	<input type="checkbox"/>	<input type="checkbox"/>
3. snake	<input type="checkbox"/>	<input type="checkbox"/>

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2. 	<input type="checkbox"/>	<input type="checkbox"/>
3. snake	<input type="checkbox"/>	<input type="checkbox"/>

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3. snake	<input type="checkbox"/>	<input type="checkbox"/>

### Distinguishing Between Letters and Words

Say, "I'm going to point to a word. I want you to count the letters in the word and tell me how many there are." Record the child's responses and note whether they were correct or incorrect.

	Correct	Incorrect
1. dog	<input type="checkbox"/>	<input type="checkbox"/>
2. hand	<input type="checkbox"/>	<input type="checkbox"/>
3. at	<input type="checkbox"/>	<input type="checkbox"/>
4. truck	<input type="checkbox"/>	<input type="checkbox"/>

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1. dog	<input type="checkbox"/>	<input type="checkbox"/>
2. hand	<input type="checkbox"/>	<input type="checkbox"/>
3. at	<input type="checkbox"/>	<input type="checkbox"/>
4. truck	<input type="checkbox"/>	<input type="checkbox"/>

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3. at	<input type="checkbox"/>	<input type="checkbox"/>
4. truck	<input type="checkbox"/>	<input type="checkbox"/>

### Distinguishing Between Words and Sentences

Say, "Let's look at some sentences together. You are going to count the number of words that are in each sentence. Listen carefully as I read the first sentence to you, and then tell me how many words you counted in the sentence."

	Correct	Incorrect
1. The baby cried.	<input type="checkbox"/>	<input type="checkbox"/>
2. Dogs bark.	<input type="checkbox"/>	<input type="checkbox"/>
3. Please shut the door.	<input type="checkbox"/>	<input type="checkbox"/>

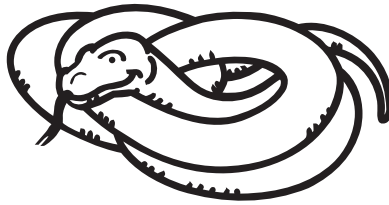
	Correct	Incorrect
1. The baby cried.	<input type="checkbox"/>	<input type="checkbox"/>
2. Dogs bark.	<input type="checkbox"/>	<input type="checkbox"/>
3. Please shut the door.	<input type="checkbox"/>	<input type="checkbox"/>

	Correct	Incorrect
1. The baby cried.	<input type="checkbox"/>	<input type="checkbox"/>
2. Dogs bark.	<input type="checkbox"/>	<input type="checkbox"/>
3. Please shut the door.	<input type="checkbox"/>	<input type="checkbox"/>

**Print Awareness  
Assessment Card**

**Letters, Pictures, and Words**

**S**



**snake**

**How Many Letters in the Word?**

**dog**

**hand**

**at**

**truck**

**How Many Words in the Sentence?**

**The baby cried.**

**Dogs bark.**

**Please shut the door.**