



6 - Sharing books
7 - Print is all around us

Contents

Words about reading	2
Talking about books	3
Sharing books	4
How to use your story picture	5
Spotlight on reading	6
Sharing books at home	7
Words about environmental print	8
Seeing print every day	9-10
Learning about letters	11
Kitchen cupboard bingo	12
Name game	13
Playing print games	14
Spot the difference	15
Colour me in	16



Words about reading

Does your child know these parts of a book?

title

author

page

print

beginning

ending

lines

page numbers

top

bottom

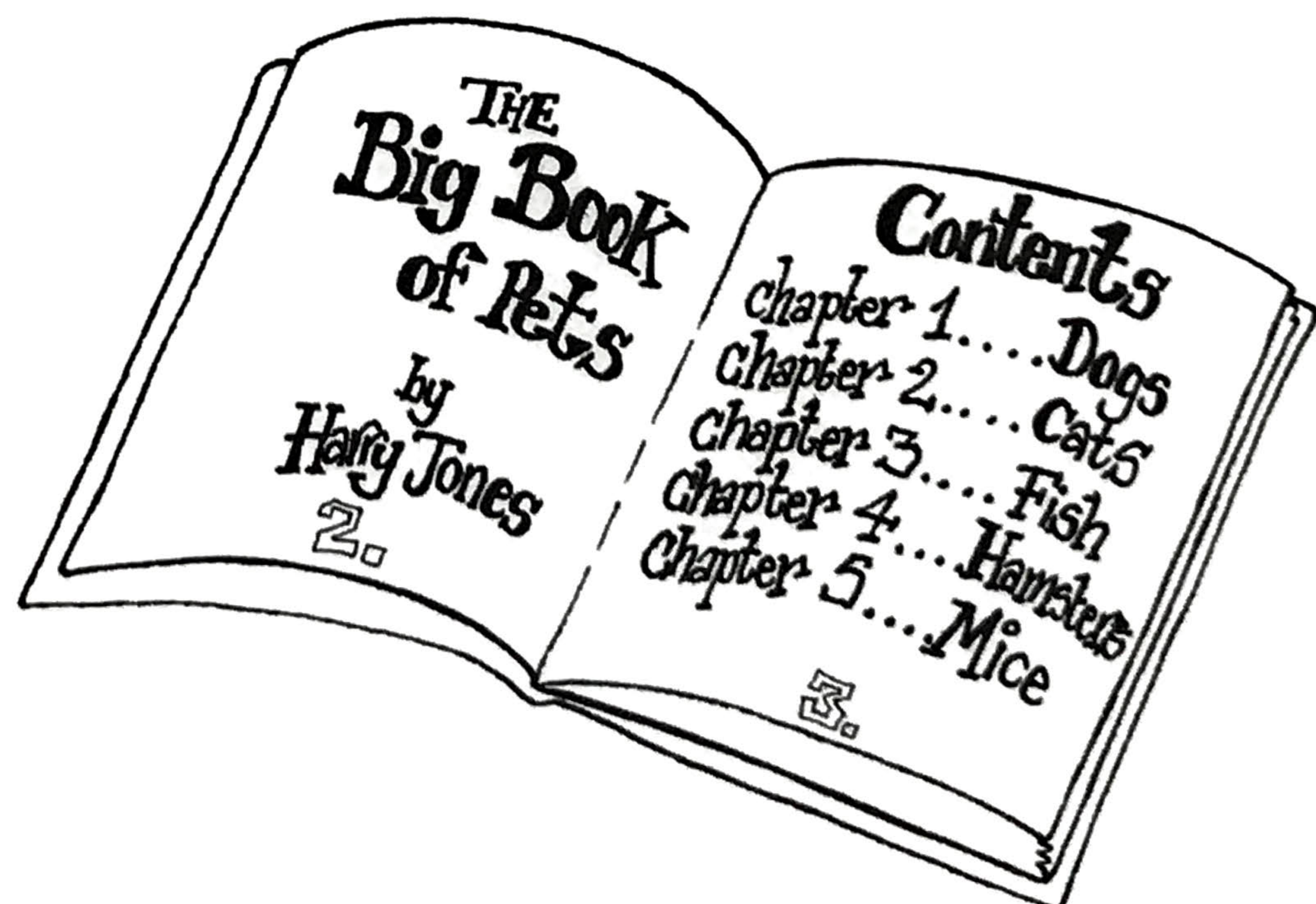
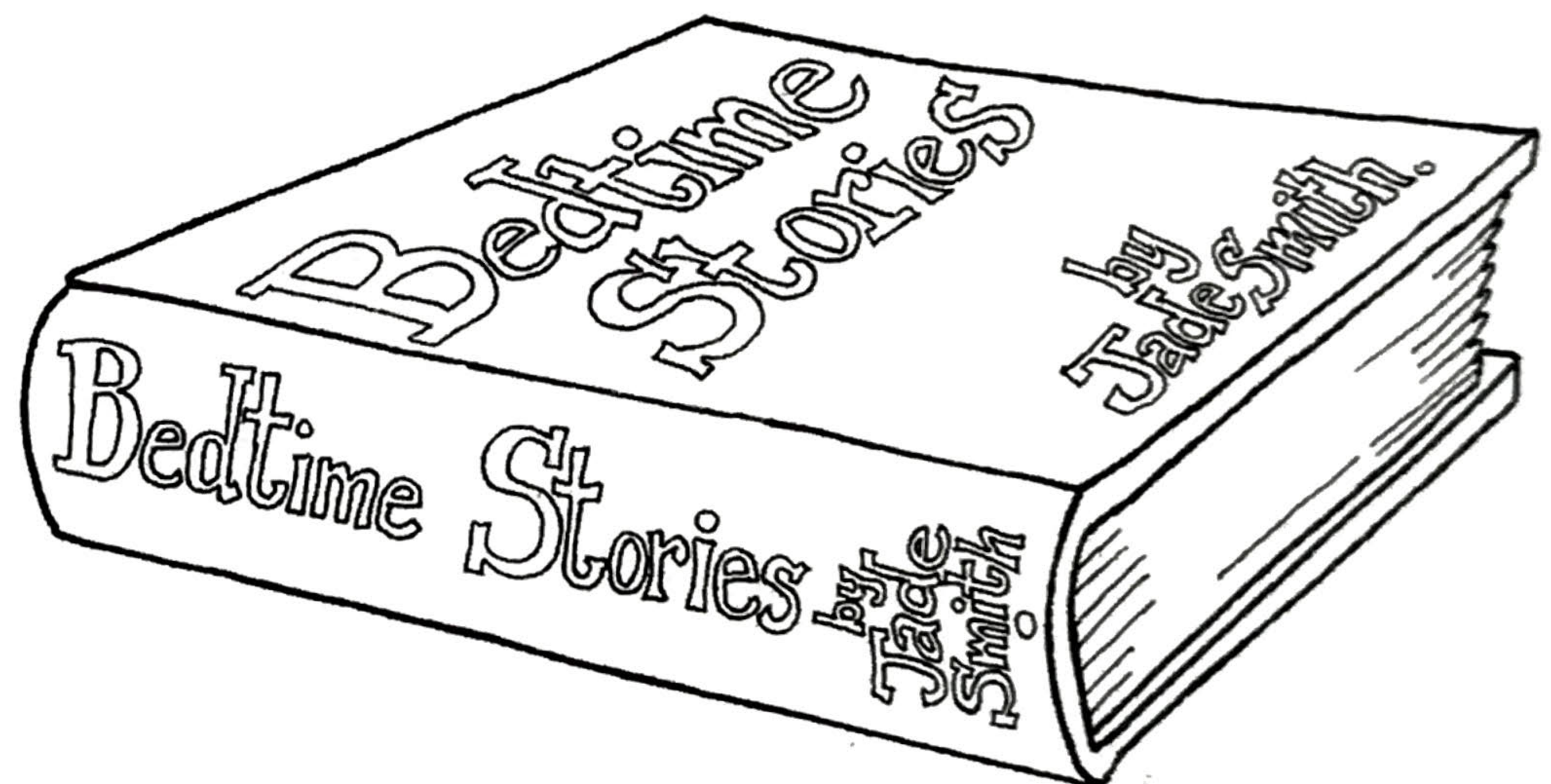
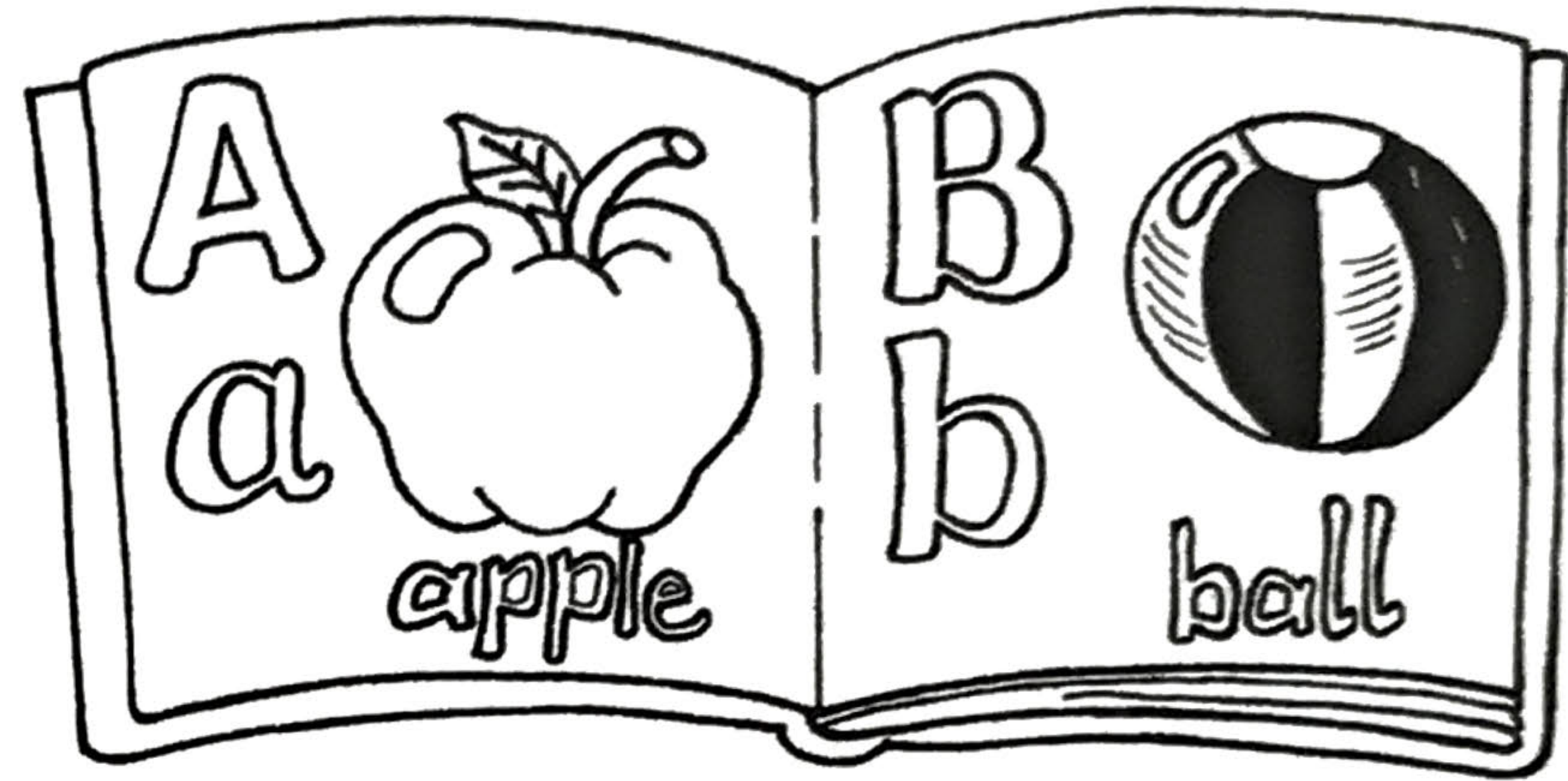
illustrator

picture

left

right

chapter



Talking about books

When your child is in school, in addition to reading, he is also expected to do the following things:

Predict the story from either a picture or a sentence.

Sequence or put things in order - what happened first, next, last, etc.

Summarise the story - tell a shorter version of the whole story.

Evaluate or give an opinion of the story.

Recall details about the story at a later stage.

Explain the cause and effect of events that occur in the story.

Relate the ideas or events in the story to real life experiences.



Sharing books

Children know a lot about reading and making sense of books well before they begin school. The things that they learn about books every day help them to understand what reading is all about when they eventually start to read.

What can you do to help?

- Let your child see you read.
- Have books and magazines to look at around the house.
- Find time to share books together.
- Let your child choose his own books and handle the books himself.
- Talk about the pictures.
- Point out familiar letters or words.
- Let him turn the pages.
- Read the book version of popular videos - 'The Jungle Book', 'Cinderella', 'Matilda', 'Postman Pat', 'Thomas the Tank Engine'.
- Go to the library together.
- Buy books as gifts.
- Swap books with friends.

How to use your story picture

Use your story picture as a prop to develop your child's imagination and language skills.

Ask your child to tell the story of the picture:

How does the story begin?

Who is in the picture?

What's happening?

What will happen next?

Why will this happen?

How does the story end?

Ask your child to name and describe things in the picture:

What do you see in the picture?

Can you spot the _____ ?

How many _____ do you see?

What will we call this picture?

Ask your child to retell the story of the picture:

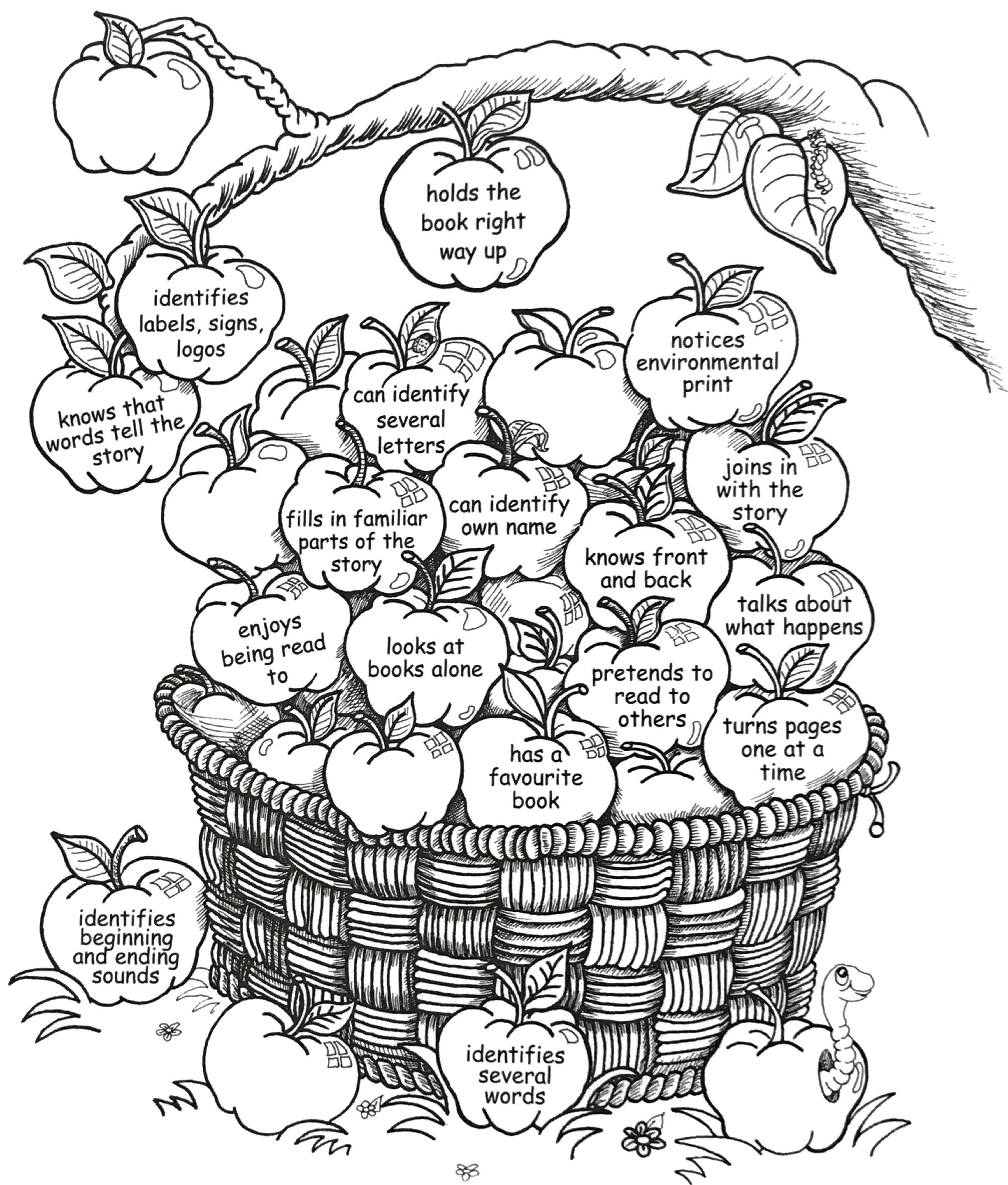
Can you tell Granny about your story picture?

Relate the picture to his own life experiences:

Where else would you see a _____ ?

Will we add something more to the picture?

Spotlight on reading



Name _____

Age _____

Photocopy for each child as needed.



Sharings books at home

Take time this week to share books with your child, once a day if possible.

What books did you and your child read this week?

What did your child like about the books?

Did you use the story picture? What did you do?

Remember to spend some time observing your child's skills for reading using the **Spotlight on reading**.



Words about environmental print

sign

newspaper

menu

poster

label

calendar

tag

brochure

guide

leaflet

logo

letter

newsletter

advertising

bulletin

package

catalogue

card

magazine

headlines

symbol

journal

recipe

autograph

directory

Seeing print every day

What do children learn from environmental print?

They learn that:

- print carries a message;
- print has many uses;
- print can be displayed many different ways;
- print is valued by all kinds of people;
- print plays a role in everyday activities and in special events.

Many children first become interested in learning to read through their awareness of environmental print.

Encourage your child to become more aware of the print that is all around her:

Point out signs, posters, names of shops.

What does that sign say?

Can you find the name of the shop?

Talk about the information given on labels.

Let's check the date to see if it's fresh.

Let's look at the labels to see if they have your size.

Talk about instructions on packages.

How long should we cook this pizza for?

Let's look at the directions for this game.

Include your child in activities involving everyday print.

Which one of these videos would you like?

Can you look in the press and get me the bag of sugar?

Seeing print every day

Explain what you are doing when using environmental print.

I'm looking in the Golden Pages for the phone number of the hospital.

I'll just check the calendar to see what day of the week the twelfth is.

Encourage your child to point out familiar objects.

Can you find those sweets you like?

Can you spot the button for weighing the bananas?

Praise your child when she demonstrates that she recognises any print materials.

Yes, that's the RTÉ Guide. Well done. Now let's see what time that programme is on.

That's the cereal your brother likes. Thank you for finding it on the shelf.

Use pretend play (shop, post office, restaurant) or play print games involving familiar names of food, toys, TV shows, etc.

Make a print scrapbook of signs, names and labels that your child recognises.

Your ideas:

Learning about letters

Children know a lot about reading and making sense of printed things well before they reach school. The things that they learn about print every day help them to understand what reading is all about.

Here are some ways to help your child learn about letters:

- Start with your child's own name.
- Make a name and picture book.
- Provide opportunities for tracing or copying the letters in her name.
- Point out letters from her name in signs, posters, magazines, etc.
- Talk about what the letters look like, e.g. 'S' looks like a snake.
- When you are out for a walk or a drive, see if your child can find some of the letters in the alphabet on signs and other environmental print.
- Make an alphabet picture book.
- Make an alphabet jigsaw puzzle.
- Encourage your child to play games that involve recognising letters and numbers.

Your ideas:

Kitchen cupboard bingo

You will need:

- cereal boxes, biscuit wrappers/boxes, wrappers from tins, sweet wrappers, pizza boxes, crisp bags, bread wrappers, washing powder boxes - at least 2 of each.
- cardboard (cereal boxes) for bingo boards and 'deck'
- glue
- scissors

Making the game:

1. Cut out pairs of words/logos from the selection of cereal boxes, wrappers, etc.
2. Glue one set of the words/logos onto a sheet of cardboard to make a bingo board.
3. Set the matching set of words/logos aside to be used in the 'deck'.
4. Rule the cardboard and cut into cards of equal size.
5. Glue the words/logos onto cards to make the 'deck'.

How to play:

This is a matching game.

- Each player gets a bingo board.
- Each player has a go by turning over one card from the deck and trying to get a match. If the card matches, the player puts it on top of the matching word on the bingo board.
- The winner is the first person to cover all the words on the board.

Other ideas for playing kitchen cupboard bingo:

- One person could be the 'bingo caller'.
- Players would have to read the word to get a match.
- A very young child could spread out the deck and try to find the matches.

Your ideas:

Name game

Special thanks to the parents of Norfolk's 'Learning Together' programme for the suggestion.

You will need:

- several sheets of cardboard for game boards and playing cards
- scissors, ruler, and markers

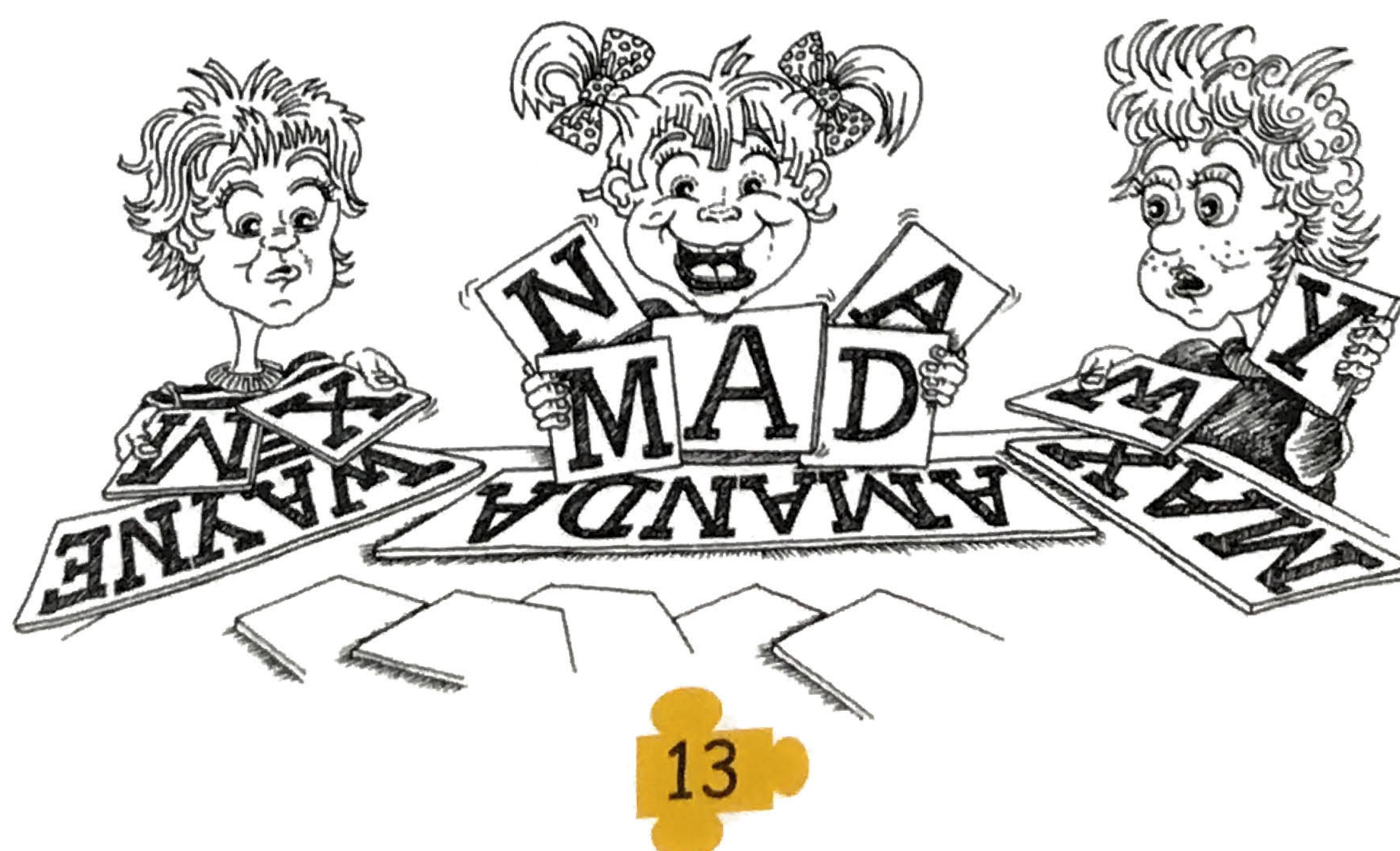
Making the game:

1. Make a game board for each player. This is simply a sheet of cardboard with the player's name written on it.
2. Rule several more sheets of cardboard into rectangles of equal size to make a deck of letter cards. These will be used to match the letters in the players' names.
3. Cut out the cards and write individual letters on each card to make the deck.

How to play:

This game helps young children with letter recognition by asking them to match the letters in their own names.

- Players sit with their game boards in front of them.
- Place the deck of letter cards in the middle of the table.
- Players begin by drawing the number of cards from the deck equal to the number of letters in their names.
- Players put down cards on their game boards, which match letters in their names. They discard non-matching cards and pick an equal number of new cards from the deck.
- The first player to match all the letters in his or her name is the winner.





Playing print games

Plan a time to play Kitchen cupboard bingo or the Name game with your child this week.

Which game did you play?

What did your child like about this game?

Did other family members join in?

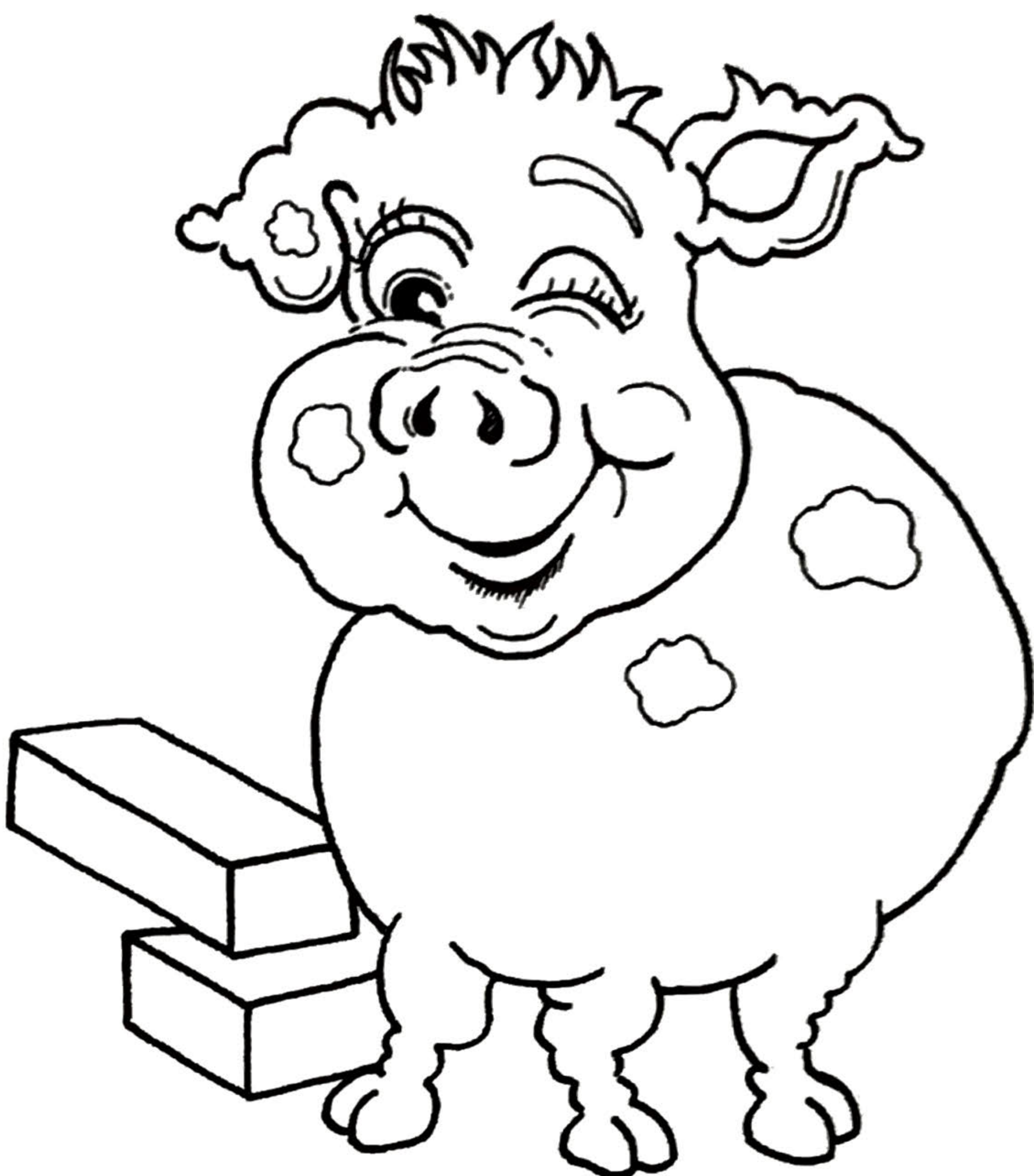
Can you suggest ideas for adding to the game, or varying it, to keep it interesting?

Can you name other opportunities for talking with your child about the print in your home?

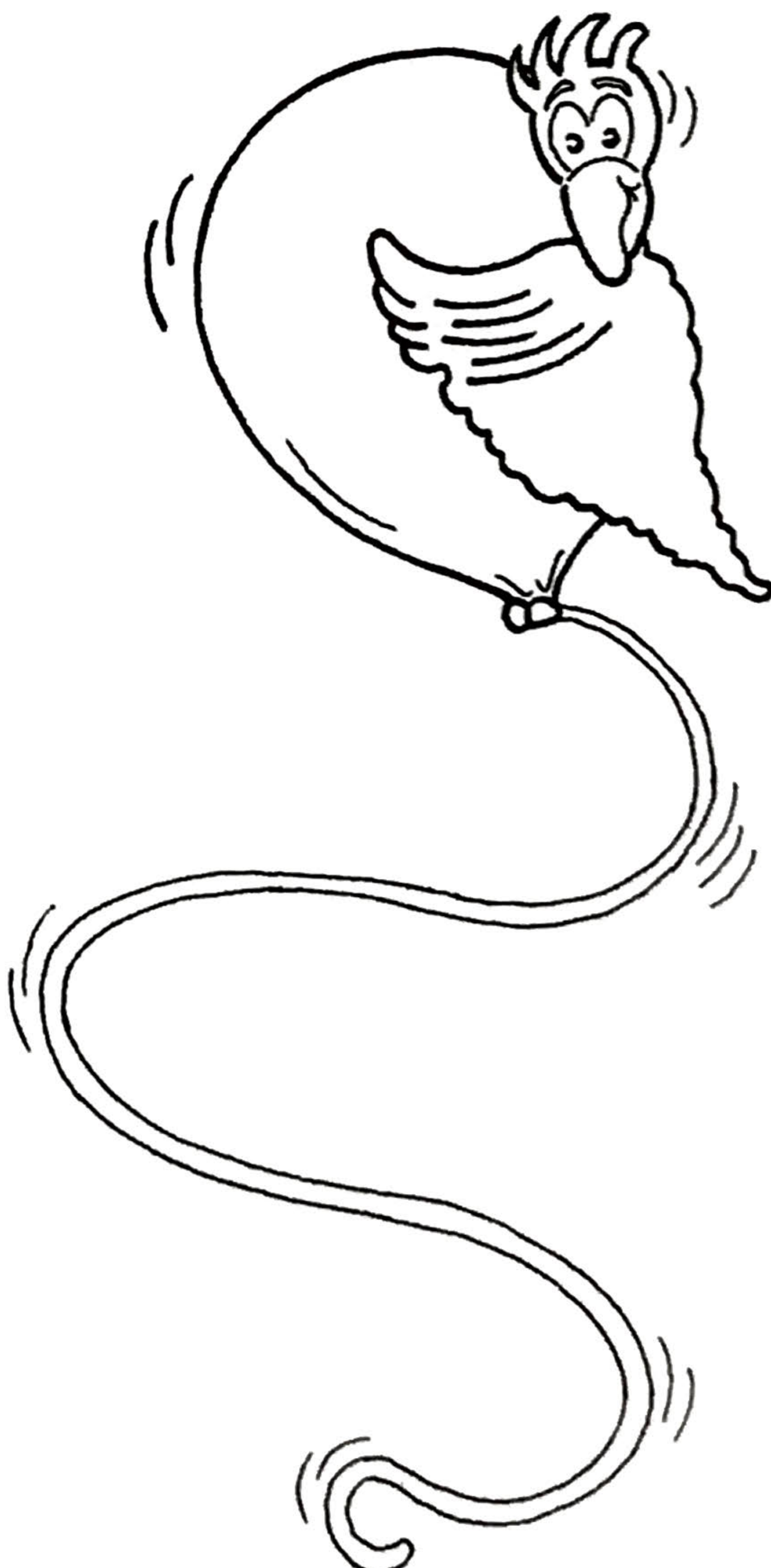
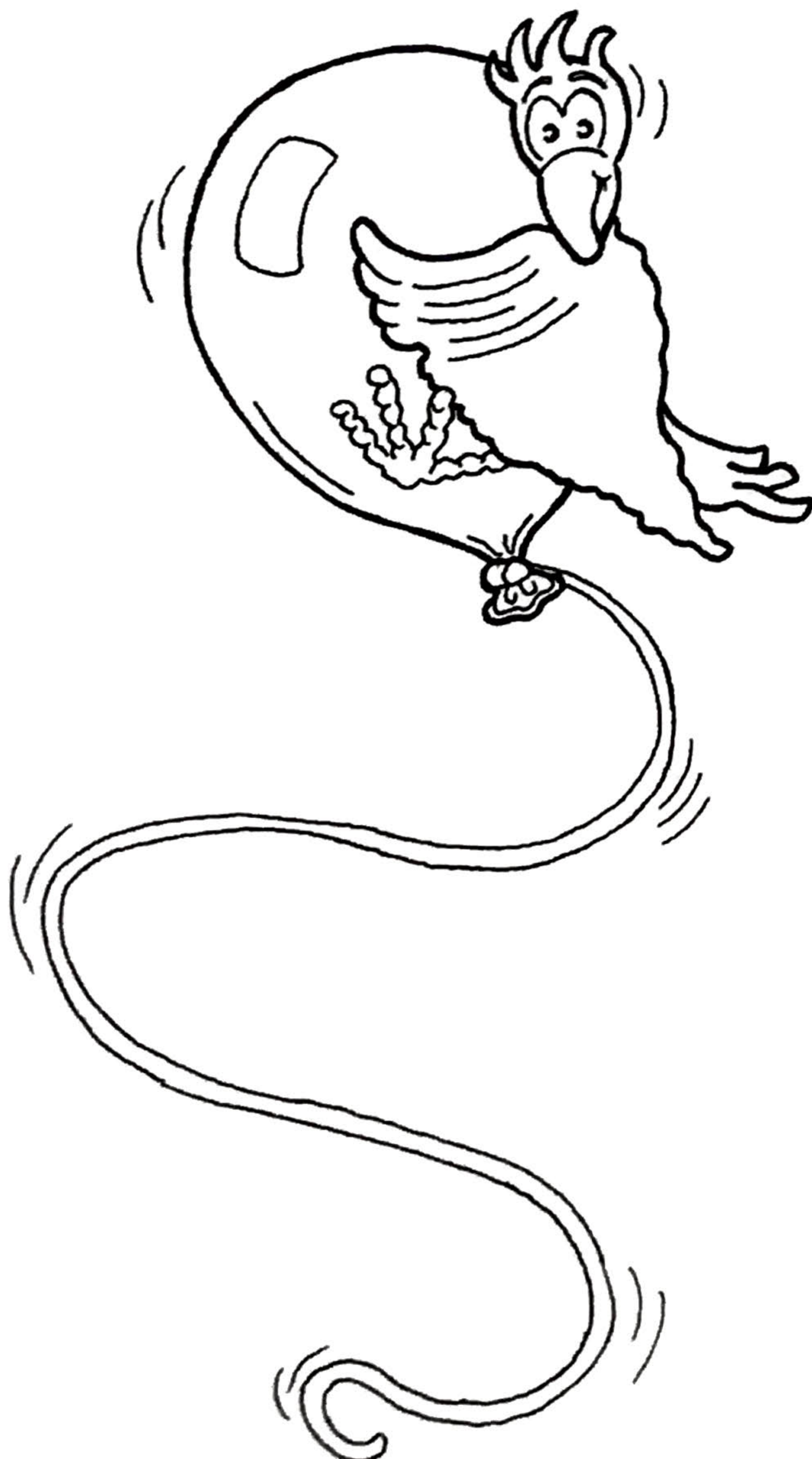


Spot the difference

Find 6 differences



Find 4 differences



Colour me in

