



Help Your Child Develop Print Awareness

Print awareness means an understanding that spoken words can be transferred to print.

The importance of reading to your child as often as possible cannot be overstated. While you read to him or her, you can do some things to help develop an awareness of print.

As you read a story, you can help your child **develop print awareness** by doing these three things:

- 1. Following the printed word with your finger.
- 2. Indicating the left to right progression of words.

3. Noting periods between sentences with pauses.

Rhyming is also an important skill. Help your child do this by letting them fill in the rhyming words in stories that contain rhymes. For example: *Is Your Mama a Llama?*, *The Cat in the Hat*, etc.

You will find the **suggested books** listed below helpful at this time. They should be available at your local library.

Reading with your child is a great "endof-the-day" activity.

Title	Author	Publisher / Date
The Cat in the Hat Green Eggs and Ham	Seuss, Dr. Seuss, Dr.	Houghton Mifflin; 1957 Random House; 1960
In the Tall, Tall Grass	Fleming, D.	Holt, Rinehart & Winston; 1991
Is Your Mama a Llama?	Guarino, D.	Scholastic; 1989
Jesse Bear, What Will You Wear?	White Carlstrom, N.	Little Simon; 1996
Little Bear Sleeping	Johnston, T.	G.P. Putnam's & Sons; 1991
Lyle, Lyle, Crocodile	Waber, B.	Houghton Mifflin; 1965
Owl Moon	Yolen, J.	Putnam & Grossett; 1987
There's a Wocket in my Pocket	Seuss, Dr.	Random House; 1996



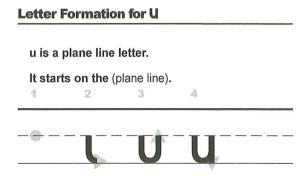
Fundations Letter Formation Guide



Say the verbal step-by-step guidelines while your child traces the *lower-case* letter with his or her finger. Try to do the week's letters every night. (Only do the lower-case letter.) Have your child color the picture.

i is a plane line letter. It starts on the (plane line).

- 1. Point to the plane line.
- 2. Go down to the grass line.
- 3. Add a dot.
- 4. Say i itch /ĭ/, have students repeat.



- 1. Point to the plane line.
- 2. Go down to the grass line.
- 3. Curve up to the plane line,
- 4. and trace straight down to the grass line.
- 5. Say u up /ŭ/, have students repeat.

