

This book uses print to show characters’ thoughts and actions, as well as environmental print (e.g., the print of everyday life, such as signs). These print features lend themselves to helping children draw connections between oral and written language as well as print they might see in the environment. This book also links to the social and behavioral ideas of kindness and sharing.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### COMMUNICATE



#### Children will:

- ◆ Recognize Pictures and Symbols/Signs/Words

#### Teachers will:

- ◆ Label Specific Print Features

### TEACHING TIP

When you focus on teaching children specific print features – like the idea of a word, a capital letter, or a speech bubble – you not only build their print awareness, but you also build vocabulary around print concepts. This gives young children the tools that they need to make their own, specific observations about print.

### 1. INTRODUCE

- ◆ “This book is called *Rain!* There are some words in this book that look different than others! The way the words look and where they are tell us information about the story. Let’s see if we can find some of these different looking words.”

### 2. READ THE BOOK

- ◆ Pause 3-5 times during reading to point out the idea that you are reading the words by pointing to those words.

#### Label Specific Print Features



**Read:** ““RAIN!”” (*cover of the book*)

**Say:** “This word, ‘RAIN!’ (*point*) is colorful! The letter ‘R’ is blue (*point*). The letter ‘A’ is red (*point*). The letter ‘I’ is yellow (*point*). The letter ‘N’ is green (*point*). And this is purple (*point to ‘!’*). This ‘!’ (*point*) is an exclamation mark. This means you say the word using an excited voice like this, ‘RAIN!’ (*say excitedly*).”

**Read:** ““Coffee, black.””

**Say:** “These words (*point to menu board*) are bigger and not like the words the people are saying (*point*). This is a menu. These words tell us the different drinks you can order at the restaurant, ‘COFFEE TEA ICED TEA HOT LATTE CHAI TEA’ (*point to each word as you read it*).”

**Read:** ““Welcome back, sir.’ ‘Ribbit!””

**Say:** “This word, ‘Ribbit!’ (*point*) is bigger than the words that the grown-up is saying (*point to grown-up and words*). The word ‘Ribbit!’ (*point*) is also darker than the other words (*point*). That’s why I read them louder and in an excited voice! These numbers here, ‘1-1-9-2’ (*point to each number as you say it*), tell us the address of the building where the man lives.”

### 3. REVIEW

- ◆ “Some of the words in this story looked different. Some were colorful (*point to ‘RAIN!’ on the cover of the book*) or bigger or darker. They told us about some of the things in the story.”