

## Pre-K Essential 2, Bullets 1-5 Sample Video

MAISA Literacy Essentials

<https://youtu.be/5AqZiroHNaw>

Narrator: When teachers draw children's attention to print during read alouds, this supports children's development of print awareness. In this classroom, the teacher uses verbal and nonverbal strategies for drawing children's attention to print.

Teacher Becky Raden: This kind of read aloud is called a print referencing read aloud. In this type of read aloud, we're showing children how print works. We're showing the children what a letter is, what a word is, and that the words have meaning.

Now If I read this book, where should you sit so that you can see the pages Right here? Let's see. Let's see. Ella, are you in a good place? I, Caden, are you in a good place? You're all in a good place. Can everybody see the cover of the book? Me? You can see us. So I thought this would be a great book to read today. The title of the book is Truck by Donald Cruz.

Student: Donald Cruz.

Teacher Becky Raden: Donald Cruz. He is the author. The big red truck is being loaded with boxes. What do you see?

Student: Bike boxes. Bike boxes, bike boxes.

Teacher Becky Raden: Bike boxes in the back of the truck. Now the word on this page is trucking. Can you read it with me? Let's see what's on the next page. Oh, I noticed signs on this page.

We've been kind of looking at signs all week, so I was trying to get them ready for, to connect them to the signs in the book. So, we did a few different activities before we read the book. We walked around our parking lot and looked at signs. We were able to look at the signs and the children were able to connect them to their real-life experiences.

Teacher Becky Raden: Could you come point to those signs Ella? Ella come up and point to the signs. Which ones do you notice? This one is stop. This one is one way. What do you think?

Teacher Becky Raden: What do you think this sign means?

Student: No crashing into people.

Teacher Becky Raden: No crashing into people. So no turning this way. Which way should you go that way? Yes. The truck drives to the stop sign and then it reads the signs. They tell the signs tell the truck driver what to do on the road. I want to take a seat. Ella, this sign has two words one way. This sign. How many words are on this sign? One. One. What's the word? What's the first letter of the word? S? This is the first letter of the word. It is S That is in your name Sophia. And both sound the same way at the beginning. S!

Teacher Becky Raden: I'm going to turn the page now. Oh, I don't see the whole truck on this page. I only see part of the truck. Yes, and I only see part of the word.

Student: I saw something against TRUCK.

Teacher Becky Raden: Yes, Ella said all of the letters on the truck and that makes U, C, K, that all those letters. Spell the word. Truck. Truck. Oh, here is the rest of the truck. Now there's more letters. Could you help me again? C, K, I N

Student: G!

Teacher Becky Raden: Have the children come up and point to words and point to pictures. I also have them answer questions,

Student: Tunnels.

Student: Going inside and inside.

Teacher Becky Raden: They are going into the tunnels. This side, this sign right here is a sign you might see on your way to school. It's a speed limit sign. It tells drivers what is a safe speed to drive. Do you see any more words, Lee? Then do you see a word on this page?

Student: Speed

Teacher Becky Raden: Limit. What about over here? City. City line. It's the name of the bus.

Student: What the tablet say S-P-E-E-D-L-I-M-I-T.

Teacher Becky Raden: Speed limit. How many words are there? Two. Two words.

We always have the children count the words and we look for words. We know we look for words that we can spell. We look for words that they know

Riley's going to come. She found a word right here. Trucking. Do you see another word? Enter? Do you see another word? Exit. Do you see one more word? It's got letters. It's way up here. Tunnel. T-U-N-N-E-L. All those letters make the word tunnel. I'm going to turn the page. No, it stopped raining. You are right, Aiden. It stopped raining. I see words on this page. Cruz, would you like to come up and find some words for me? Here comes Cruz. He's going to help me count these words. 1, 2, 3, 4, 5, 6. We found six words on this page. GO. Do we know what that word is? GO spells go. I see that word on our classroom. Signed by our bathroom. GO spells go.

While I'm doing lessons to help children connect to the print, I run my finger under the words.

Trucking, livestock, bakery, moving, highway, and go. I like this one. It says livestock. I think there might be an animal in there.

Student: Boxes!

Teacher Becky Raden: You see the boxes? It looks like the truck has arrived. It looks like they're getting ready to unload the truck. Wonder where they're going? Do you want to see the last page? There's only

one box left in the truck. I wonder what's going to happen next. Does anybody have an idea? What do you think's going to happen? Leland?

Student: Oh, maybe they don't have a lot of room.

Teacher Becky Raden: Deliver it. They're going to deliver it. They're going to deliver. I wonder who would like a tricycle? Me. Me. Would you all like a tricycle?

Student: I have a tricycle!

Teacher Becky Raden: No. The signs in this book helped the driver. Let's see if we can turn to some pages and see how they helped the driver. Aiden, what did you say? What was your idea? Safe speed?

Student: Yeah.

Teacher Becky Raden: A safe speed. Yeah. Safe speed. It told the driver to drive a safe speed. Let's look at another sign. What did these signs tell the driver? Who has an idea? Me. Sophia, what is your idea? How did these signs help the driver?

Student: To show 'em where to go,

Teacher Becky Raden: To show them where to go.

Student: To tell where to go.

Teacher Becky Raden: They showed the drivers where to go eat. Yes. Okay. I'm going to flip to one more page. One more page.

In this particular read aloud, we were looking at incorporating letters. We were looking at incorporating words. We were looking at incorporating vocabulary to enrich the print.

Let's see a sign. Oh, I liked this sign. This is an important sign. How did this--

Student: Watch out! Because it's a little slip. It's slippery.

Teacher Becky Raden: Watch out because it's a little slippery trucking. Would you like one more turn? Okay, let me find it.

Student: I said trucking.

Teacher Becky Raden: You said trucking. I wonder what sign. Brayden. Can you find a word on this page?

Student: Go that way.

Teacher Becky Raden: That is a please do not turn sign. What other sign do you see? One way. That way. Go that way. Yes. The stop sign helps the driver to know when to stop and look.

I feel read alouds are important because it's like the community time. We all get to sit together. We all get to look at the book. We all get to interact with the print. I get to call on children, they get to come

up, they get to show me where the words are. They get to sound out the words. We get to read them together.

When you go home today, could you look around and see if you could see any stop signs? Maybe you could ask your parents about the signs.

Student: Let's read another now, and if you want me to turn it to stop.

Teacher Becky Raden: Stop? You would like to go turn that so we could see it. You could go turn it to That is sign. That helps us. That is a stop sign that helps us in our classroom.

Student: It says go. She's going to switch it. And now Raleigh, what does it say?

Teacher Becky Raden: The book that we read today is especially wonderful for print. Referencing read alouds, we were able to show the words. We were able to show the letters. We were able to show the signs. We were able to let the children explore the print. There's a lot of moments of success. I love watching them get excited about reading and reading different books. Those are really exciting moments in the pre-K classroom.

Narrator: Learn more at [literacyessentials.org](http://literacyessentials.org).