



Joan Talks About the Big 5

Book Knowledge and Print Concepts

Children gain the understanding that print is speech written down (Justice & Kadaravek, 2004). This idea can transfer from one language to others for children who are dual language learners. Children need exposure and practice with learning the print systems of each language. Additional exposure and support may be needed when the print systems of the children's languages are quite different (e.g., English and Chinese).



We have been reading *Goodnight Moon* since I was a baby. When I was 3 years old, my mamma would read the first few words on the page, "In the great..." I would complete the sentence, "green room." Now that I am 5, I can easily read it to my younger brother.

The word for *moon* in Hindi is *chanda*. I learned a rhyme from Grandma called *Chanda Mama*. She reads it aloud from a book that belonged to my mamma when she was in school.





Book Knowledge and Print Concepts meet Background Knowledge

Books and other print materials can help children explore and better understand the people, places, and things that they encounter in everyday life. They can also help children learn about the world beyond their own (Bennett-Armistead, Duke, & Moses, 2007).



In our kindergarten classroom we have a beautiful poster that shows the phases of the moon. Sometimes we play a game of finding the moon in books and other things in our classroom. The real moon looks different from the one we see in books.

I was at the park playing in the evening. My mamma said, "It is time to go home. The sun is going down." I looked up in the sky and saw the moon. I understood that seeing the moon meant it would be dark soon.



Book Knowledge and Print Concepts meet Oral Language and Vocabulary

Books and print materials provide an amazing opportunity for children to be introduced to new and interesting words.

When they encounter these words in stories or other texts, the words have meaning and become part of their vocabularies.





Book Knowledge and Print Concepts meet Alphabet Knowledge and Early Writing

Helping children engage with print and learn as much as possible about its forms and functions in the years prior to formal schooling will ease their transition from early to formal literacy (Justice & Piasta, 2011). Classrooms should include print in the children's home languages even if the teachers cannot read them. This is not only welcoming and reassuring for children and families, but it also demonstrates that the caregivers and teachers understand the importance of home languages. It also increases children's understanding of the relationship between print and language.



My friends and I try to find the moon every night. Sometimes we draw it on paper or our parents take a picture. My teacher made a class book with our drawings and photos. We helped her label the pictures.

When I was 3 years old, I loved pointing to the two *O*s in the words "*goodnight*" and "*moon*." The best part was that I could write them easily since writing an *O* is just like drawing a circle!



Book Knowledge and Print Concepts meet Phonological Awareness

As parents and caregivers talk to children and read with them, the children begin to understand the sound structure of a language. This, combined with the understanding that print is speech written down and conveys meaning, is the pathway to acquiring reading and writing skills.



Mamma read "goodnight comb" and paused for me. At first, I said "goodnight mush" but that wasn't right. It's "goodnight brush." **Brush** and **mush** have the same ending sound. They rhyme.

In kindergarten, my friends and I play a seek and rhyme game with our teacher. She gives us a familiar word, like **moon**, and we come up with real or made-up words that rhyme with **moon**. She writes it on poster paper and we try to come up with little poems with our collection of words.





Professional References

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- Justice, L., & Kadaravek, J. H. (2004). Embedded-explicit emergent literacy intervention I: Background and description of approach. *Language, Speech, and Hearing Services in Schools, 35*, 201-211.
- Justice, L., & Piasta, S. (2011). Developing children's print knowledge through adult-child storybook reading interactions: Print referencing as an instructional practice. In S. B. Newman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 3), 200-213. New York, NY: Guildford Press.

Children's Book References

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