

Sit Together And Read

Giraffes Can't Dance by Giles Andreae & Guy Parker-Rees

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Print Direction															Concept of Word in Print														



Don't forget to talk about the highlighted topic 2-3 times as you read this book!



GENERALIZING

Context: This example refers to Week 1's book to help students think about print direction in the context of their own lives, with past and future experiences.

Teacher: Allison, remember when we read *Rufus Goes to School* last week? Did we read from left to right or from right to left (*follow text with your index finger to indicate left to right and right to left*).

Child: Left to right?

Teacher: Very good memory! We will read this book the exact same way!

PREDICTING

Context: This example can be used on any page where there is text to showcase print direction.

Teacher: Sam, can you show me which way I should read this page? I bet you can since you showed me last time.

Child: This way (*runs finger along text from left to right*)!

Teacher: I knew you would remember. Good job!

REDUCING CHOICES

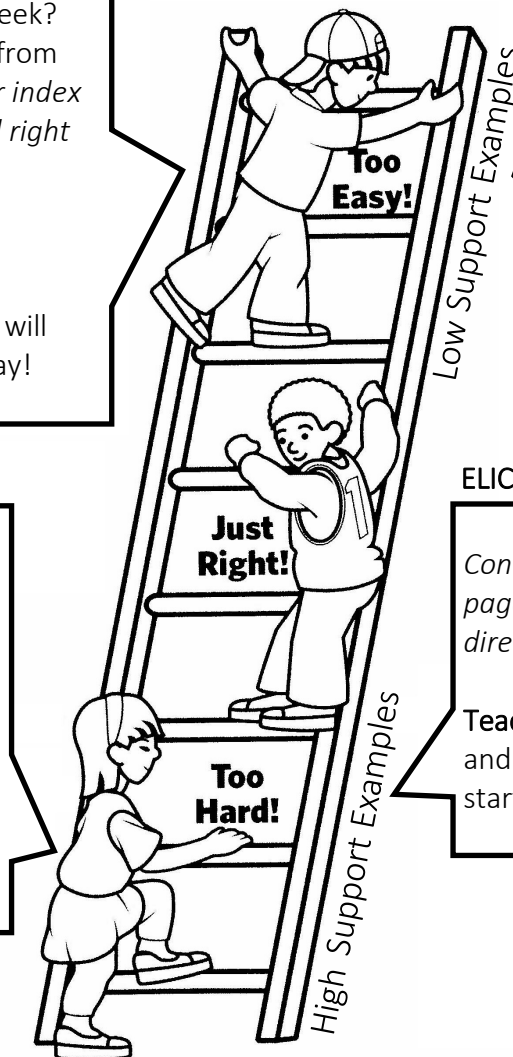
Context: This example can be used on any page where there is text to showcase print direction.

Teacher: Where should we start reading on this page? Here (*point to first word on the page*) or here (*point to the last word on the page*)?

ELICITING THE ANSWER

Context: This example can be used on any page where there is text to showcase print direction.

Teacher: When I read, I start reading here and end here. Who can show me where I start reading?



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PREDICTING

Context: In the book, there is a sign lined with flowers that says "JUNGLE DANCE" at the top of the page.

Teacher: Look at what all the animals are doing on this page. What word do you think we might find here?

Children: Dance!

Teacher: I do see the word **dance**. It's right here.

REASONING

Context: This example can be used with any page that has a picture of a giraffe or any animal.

Teacher: Is this a word (*Point to the picture of the giraffe*)?

Children: No! That's a giraffe!

Teacher: That's right. It is a picture of a giraffe. This is a word (*point to a word*). How are the picture and the word different?

ELICITING THE ANSWER

Context: The teacher can use this example when looking at the cover of Giraffes Can't Dance.

Teacher: This is the title of the book. It is made up of 3 words. Joan, how many words is the title made up of?

Child: 3!

Teacher: You've got it! There are 3 words in the title.

CO-PARTICIPATING

Context: In the book, there is a sign lined with flowers that says "JUNGLE DANCE" at the top of the page.

Teacher: Amy, let's find the word that has all capital letters together. It looks a little different than the other words because it is written on a sign and the letters look bigger and thicker than other text we've seen so far in this book. Use your finger to point with me at the word **DANCE**.

