

**PRE-EMERGENT**  
**READING/**  
**PRINT AWARENESS**

Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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| <p>1. The student will examine and label pictures in books and point to pictures to request that the adult name the picture.</p> | <p>1. Using a children’s book with few items on each page, ask individual students to isolate a specific picture. The teacher can name a picture for the student to find, or the student can isolate a picture for the teacher to name. Make an “I SPY” magnifying glass. Have student isolate item for teacher to name.</p> <p>2. Xerox a picture from a children’s book or coloring book that has few illustrations on each page. Cut out a single picture and mount it on poster board. Hold up the picture card and ask individual students to find the same or a similar picture on a page in the book.</p> |
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**RESOURCES/MATERIALS**

Books  
“I SPY” magnifying glass  
Books with large pictures

**Adaptations:**

Make “Page Fluffers” to assist students with turning pages.

- Attach a paper clip to a 1” square of sturdy paper, gluing it to a piece of foam or sponge the same size. (Manila file folder scraps work well.)
- The paper clip should be between the paper and the foam piece, with the long side of the paper clip extending over the exposed side of the paper.
- Attach the paper clips to each page of the book, so that the thick part is on the back of each page, Emergent Literacy Success: Merging Technology & Whole Language for Students with Disabilities, (Musselwhite, and DeBaun, 1997)



Pre-Kindergarten Curriculum Guidelines: The student’s vocabulary demonstrates an expanding vocabulary.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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| <p>2. The student will repeat part of the text on a page immediately after it has been read aloud by an adult.</p> | <p>1. At story time the teacher will read a simple pattern book such as: <u>Polar Bear—Polar Bear</u>; <u>The Hungry Caterpillar</u>; <u>The Napping House</u>; <u>Brown Bear—Brown Bear</u>; or <u>Goodnight Moon</u>. As the teacher reads the story aloud, she pauses and prompts the student to repeat the sentence. Titles of other books that have repetitive lines and/or simple text may be found in the Resource section of this module.</p> <p>2. The teacher can use songs to assist students in story retelling or sentence repetition. Lines from the story are represented with a graphic and text. This allows the teacher to provide a visual representation of the language related to the story. An excellent resource for this type of approach is <u>Singing to Read</u>.</p> |
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**OBJECTIVE**

**TEACHING ACTIVITIES**

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(Continued)

**GOODNIGHT SONG**

(follow-up song for Goodnight Moon, by Margaret Wise Brown)

good night 	ball 	wall 
socks 	rock 	blocks 
bunny 	money 	I'll see you when I waltz 

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**RESOURCES/MATERIALS**

Pattern Books  
Singing to Read (Musselwhite, 1996)

Adaptations:

- Big book pattern books
- Simple voice output devices to record “repeated lines” from stories

Pre-Emergent E-2



Pre-Kindergarten Curriculum Guidelines: The student recognizes favorite books by their cover.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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3. The student will recognize favorite books by the cover.

1. Laminate or reproduce covers from familiar books. Display the book covers in the reading center on a bulletin board or other surface that can be easily accessed by the students. Allow students to choose a book for reading to the class during story time.
2. Make a large lotto game to play on the floor or large table surface. Laminate or reproduce covers from familiar books for game pieces. Make two sets of the book covers.

Variation: Bean bag toss, Concentration game.

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**RESOURCES/MATERIALS**

Book covers  
Book cover sets for lotto games and variations

**Adaptations:**

- The titles of familiar books may be programmed into multi-location voice output devices.



Pre-Kindergarten Curriculum Guidelines: The student demonstrates an association of reading with pleasure and enjoyment as well as learning and skill development.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

4. The student will frequently request the re-reading of books.

1. Assist students in making books about activities they have participated in (e.g., cooking, class parties, art activity, etc.). Include photographs, pictures cut from magazines, or symbols and allow students to dictate the written text. Encourage students to “read” the books to their peers and allow students to take books home to read to their family. An excellent resource for making books is The Book Shoppe (AbleNet).
2. Create for students a special place in the classroom to read, such as a reading corner or a book loft. Stack the reading area with a variety of easy-to-read picture books that are appropriate for the student’s age and items such as pillows and beanbag chairs to make the area comfortable. Set aside a reading time for the students to read to each other or to re-read favorite books.

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**RESOURCES/MATERIALS**

Books made by students  
Familiar storybooks

Adaptations:

- Books on tape
- Program voice output devices with story lines for “reading” to peers or family members.
- Use language master and record story lines on individual “recordable” cards.

Pre-Emergent E-4



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts, including pictures and print.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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| <p>1. The student will examine and label pictures in books and point to pictures to request that the adult name the picture.</p> | <p>1. Teacher reads a book aloud to the students, taking time to model that pointing can be used as a means to request that items in the pictures be named. Allow students to take turns pointing to various items in the picture to indicate a request for the teacher to talk about the items. For students who are not able to point, the teacher can scan several items by pointing to them and the student can indicate when the teacher points to the one he/she wants.</p> <p>2. Students choose from a group of teacher-selected books to be read for pleasure. Student looks at various books with teacher reinforcing correct positioning of book. Students are prompted to point and name pictures that they know. For items the student is unable to name, the teacher encourages them to point to an item, and either ask, "What is this?" or look at the teacher to indicate a request for information.</p> |
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**RESOURCES/MATERIALS**

Teacher-made books  
Big books  
BIGmack Communication Aid (AbleNet)

**Adaptations:**

- A voice output device can be programmed for a student to request information about a picture, such as "What's that?" programmed on a BIGmack

Pre-Emergent M-1



Pre-Kindergarten Curriculum Guidelines: The student’s vocabulary demonstrates an expanding vocabulary.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

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**TEACHING ACTIVITIES**

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| <p>2. The student will repeat part of the text on a page immediately after it has been read aloud by an adult.</p> | <p>1. Teacher reads aloud from a book, preferably one that has been adapted with picture symbols and one with repeatable lines such as “Looking Great” (<u>RAPS</u>). Students are given opportunities to repeat part of the text as appropriate, using picture symbols as cues for the associated text.</p> <p>2. Write the lyrics of a familiar age-appropriate song on chart paper. Adapt the lyrics with picture symbols associated with key words within the text. Read a single line aloud while pointing to each word. Prompt/assist students in repeating the same line aloud while pointing to each word. As students become familiar with the text, allow them to take turns leading the group in “repeating” and pointing to the text.</p> |
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Variation: Adapt a school cheer; the school song with picture symbols.

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**RESOURCES/MATERIALS**

Reading Activities Project for Older Students:

- RAPS (Musselwhite, 1993)
- Single message voice output device
- Multiple message voice output device
- Chart paper
- Song lyrics
- Picture symbols
- Pointer

Adaptations:

- Repeatable lines can be programmed by using a single message device such as BIGmack Communication Aid (AbleNet) or a multiple message voice output device such as CheapTalk (Enabling Devices) or a Step-by-Step (AbleNet)





Pre-Kindergarten Curriculum Guidelines: The students will recognize favorite books by their covers.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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| <p>3. The student will recognize favorite books by the cover.</p> | <p>1. Provide an easily accessible literature display rack in the reading center where classroom books and magazines can be placed with the front cover visible. Label location of each book or magazine on the display rack with a miniature picture of the book or magazine cover. As students return books to the shelves after reading them, they locate the picture of the cover and place the book or magazine at that location.</p> <p>2. Covers from familiar books may be reproduced in a miniature size and glued onto “3x5” index cards. The cards are placed in a small file box. Students may use the card file to select a book title and locate the book in the classroom library. As skills increase, the student may choose from cards representing library books. When the student chooses a book, he/she takes the card to the school library to request assistance in locating and checking out the book.</p> |
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**RESOURCES/MATERIALS**

**Adaptations:**

Book covers  
Miniature book covers  
Card file  
“3x5” index cards

Pre-Emergent M-3



Pre-Kindergarten Curriculum Guidelines: The student demonstrates an association of reading with pleasure and enjoyment as well as learning and skill development.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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4. The student will frequently request the re-reading of books.

1. Assist students in making books about activities they have participated in or about people they know (e.g., Community Based Instruction activities, campus activities, classmates, building personnel, etc.) Include photographs, cut-out pictures or symbols for students as they dictate the written text. Encourage students to “read” the books to their peers and take books home for “reading” to their family. Ideas for making books can be found in The Book Shoppe (AbleNet).
2. Encourage and assist students in reading stories which have short, simple, predictable story lines and which include picture symbols for visual cuing. Several books of this type are commercially available from educational resources. Excellent sources include: Hands on Reading, More Hands on Reading, Repeatable Activities Project for Older Students: RAPS, and Symbol Stories for Beginning Readers. These simple stories may be copied and made into classroom books which can be added to the classroom library.



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**OBJECTIVE**

**TEACHING ACTIVITIES**

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3. For students who are not yet able to “read” familiar, repeated text, adapt books from commercially available or teacher-made books. For suggestions on adapting books, see Adaptation Application Photo Album at:

[www.adaptivation.com/2000%20web20page/applications\\_photo\\_album.htm](http://www.adaptivation.com/2000%20web20page/applications_photo_album.htm)

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**RESOURCES/MATERIALS**

Class-made handbooks  
Hands-on Reading (Kelly, 1993)  
More Hands-on Reading (Kelly, 1995)  
Repeatable Activities Project for Older Students: RAPS (Musselwhite, 1993)  
Simple Symbol Stories for Beginning Readers (Watt, 1998)

Adaptations:

- Books on tape
- Storylines recorded into multi-location voice output devices
- Storylines recorded onto blank Language Master cards so that the book can be “read” by playing the recorded card the Language Master.

Pre-Emergent M-4



Pre-Kindergarten Curriculum Guidelines: The student demonstrates emerging knowledge of abstract concepts including pictures and print.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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| <ol style="list-style-type: none"><li>1. The student will examine and label pictures in books and point to pictures to request that the adult name the picture.</li></ol> | <ol style="list-style-type: none"><li>1. Provide various forms of age-appropriate reading materials for students to examine, such as an adapted telephone directory, adapted cookbook, school publications with pictures, teen magazines, electronic books, etc. As materials are used, encourage students to name pictures, ask an adult to name a picture or tell another student about a picture.</li><li>2. On Community Based Instruction provide picture prompts to assist students. For example, provide a picturized menu to assist the student when ordering at a fast-food restaurant or use a picturized list when shopping.</li><li>3. At work sites, at school, or in the community, provide picturized lists of supplies that are needed to complete a job. Assist students in naming each picture and gathering the corresponding supplies for a cleaning cart, etc.</li><li>4. Provide student with an adapted telephone directory to use when in the community or at other appropriate times. Each page of the telephone directory should have a photograph of the student, the student's name and the student's telephone number. Encourage students to locate the page where their information is listed and make a telephone call. For students who do not have telephones in their homes, allow them to call the school office (if office personnel are willing to assist in this way).</li></ol> |
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**OBJECTIVE**

**TEACHING ACTIVITIES**

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**RESOURCES/MATERIALS**

Adapted reading materials  
Picture symbols  
Books with pictures and text  
School publications  
Reading materials found in the community

Adaptations:

- Create an adapted version of the telephone directory by including only the names and telephone numbers which the students use on a routine basis (students, places, etc.) Use one page per alphabet letter.
- Program multi-location voice output devices with the names of items pictured in specific books. Program routine questions/comments such as “What is that?” “I know what that is!” etc.



Pre-Kindergarten Curriculum Guidelines: The student's vocabulary demonstrates an expanding vocabulary.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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| <p>2. The student will repeat part of the text on a page immediately after it has been read aloud by an adult.</p> | <p>1. Provide a poster or wall chart with the lyrics of the school song, a school cheer, the Pledge of Allegiance, the Texas pledge, etc. Provide picture symbols for key words. Encourage students to echo each line as it is read by the teacher or a typical peer.</p> <p>2. Using age-appropriate literature, such as stories with repeatable lines or simple poems, students will echo what is read by the teacher when prompted to do so. <u>Reading Activities Project for Older Students: RAPS</u> (Musselwhite, 1993) is an excellent resource for simple repeatable line stories for older students.</p> |
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**RESOURCES/MATERIALS**

Charts with songs, cheers, pledge lyrics  
Picture symbols  
Repeatable line stories and poetry

**Adaptations:**

- Program a sequencing voice output device such as the Step-by-Step (AbleNet) with lyrics to songs, school cheers, etc.

Pre-Emergent H-2



Pre-Kindergarten Curriculum Guidelines: The student recognizes favorite books by their cover.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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3. The student will recognize favorite books by the cover.

1. Reproduce covers of books, CD's, software, videos, etc. that are used on a regular basis in the classroom. Use these reproductions at recreation/leisure centers, computer centers, library centers, etc. for students to make choices and to locate the desired material.
2. Make a variety of bingo games using reproduced covers of CD's, videos, software programs, magazines or age-appropriate books for game squares and calling cards. Play as a regular bingo game with students locating each cover as it is named.
3. Develop a work-training site at any public place where literature is displayed with the full cover showing, such as magazine racks at a grocery store or book store. Assist students as they develop work skills by placing one copy of the literature/magazine that is needed on the shelf and allowing students to match covers in order to stock shelves.



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**OBJECTIVE**

**TEACHING ACTIVITIES**

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4. When leaving the classroom on Community Based Instruction or to go to a work site, have students locate specific books (telephone directory) or lists (cleaning supplies, shopping list) that will be needed for that specific activity. When returning to school, allow students to put materials away in storage areas in the classroom that have been clearly labeled with pictures of the items that go on shelves, in storage bins, etc.

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**RESOURCES/MATERIALS**

Bingo games for book covers, CD covers, magazines  
Reproduced copies of book covers, CD covers, magazines

**Adaptations:**

- Program multi-location voice output device with titles from books, CD's, videos, etc.





Pre-Kindergarten Curriculum Guidelines: The student demonstrated an association of reading with pleasure and enjoyment as well as learning and skill development.

Area: Pre-Emergent Reading/Print Awareness

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**OBJECTIVE**

**TEACHING ACTIVITIES**

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4. The student will frequently request the re-reading of books

1. With students compile a “Class Memory Book” of experiences, job sites, people and classmates throughout the year. Allow students to request the reading of this book frequently throughout the year. Bind the book at the end of the year so that it can remain in the class library. Make copies of the book to send home with each student at the end of the year.
2. Each day plan a time to read to students for their enjoyment. This should be a scheduled time or as part of a school wide-time to read (D.E.A.R.: Drop Everything And Read). Encourage students to select favorite periodicals, newspapers, adapted newspapers, classroom books or library books to read as a group or individually with a staff member. Maintain a classroom library to offer a variety of choices for students.

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**RESOURCES/MATERIALS**

News-2-You (Clark, 1997)  
Zoo Books  
National Geographic  
People  
Various other periodicals  
Memory books

Adaptations:

- Electronic versions of books or original stories may be reproduced using simple-to-use authoring software programs such as: Powerpoint (Microsoft), KidPix (Broderbund), IntelliPics (IntelliTools) and BuildAbility (Don Johnston). The electronic books are easily accessible using alternate keyboards, an alternate mouse, and/or adapted switches.

