

Pre-School/Pre-K
Week of October 23, 2006

Graphic Text – Mr. Wani

Concepts:

1. Most of the time the words you see and hear written in books just tell us the story. Sometimes those words are written in such a way that we can tell when we should read the words loudly, quietly, angrily, etc.
2. Sometime when word are written differently than most of the other words in a book so that we know these words are especially important, we call these graphic text. (You may choose not to introduce that term to children at this age, but the concept can be taught nonetheless.)

Goals:

1. Students can tell the difference between a “normal” piece of text and graphic text.
2. Students offer ideas about how a word should be read based on its size and/or position.

Materials:

1 book that features graphic text as a way to help tell a story.

- Mr. Wani by Kanako Usui

One or two examples of “normal” text and graphic text based on the book, written on large slips of paper

Introduction:

(You may want to close the door as some precaution against noise!)

- A. Ask several students if they know any words that mean something noisy is happening. You may need to get them started with a word like CRASH!
- B. Let the students know that you are going to read a story that has some noisy and exciting words in it and they will know those words are noisy or exciting because they are written differently than the other words in the book.

Story:

- A. Show an example of some of the text from the book. Show an enlarged “Pop!” written quite large and written at an angle. You will have to tell most children at

- this age what the words says. Say the word loudly and let them say it that way too.
- B. Show them the same word written very small (but they should be able to see it) and aligned normally. Remind them that this word also says, “Pop!” Ask one or two students if they think we should read this word a little differently this time. Explain that usually when we see words written in such different sizes, the writer of the book thinks that we should say the words differently.
 - C. Read the book, Mr. Wani. Stop once or twice to point out a nice example of graphic text. If appropriate to the group you may even stop once and ask for a suggestion as to how to read a word out-loud.

Conclusion:

- A. Ask 2-3 students to explain how you knew to read some words in a regular voice and some words in a loud or excited voice.
- B. Ask several students to tell you what their favorite loud or excited words were in Mr. Wani.
- C. Encourage students to look for examples of loud or excited words in the books they read.
- D. Give them one more example, perhaps to help them calm down (hopefully), a tiny “shhhh!”.