

Concepts of Print Instructional Strategies

Suggestions for Teachers:

1. Provide the child with daily opportunities to participate in shared reading.
2. Encourage children to bring books from home to share.
3. Talk about the children's own writing and drawings to help them.
4. Model as you read that the message is in the print, demonstrating the one-to-one correspondence between spoken and written words.
5. Make references to words, spaces, letters, lines of print, left to right, top to bottom, direction of print, in big books that you have read and as you model writing.
6. Use environmental print to make references to words, spaces, letters and lines of print.
7. Develop the concept of "left to right" by sticking a green dot on the left-hand top corner of the child's desk to act as a reminder.
8. Have children suggest where the teacher should start when transcribing stories or beginning to read their big books.
9. Provide opportunities for paired reading. Ask an older student to read while a younger child follows along with his/her finger.
10. Count the words in a line of print or clap for each word spoken to help develop the children's concept of a word.
11. Write a child's news sentence onto sentence strips. Cut one sentence into individual words and encourage children to match words to the sentence strip, specifically using "first word," "last word."
12. Use name cards, nursery rhymes, room item labels, etc., to help children recognize words that are important to them.
13. Build up a bank of words frequently written or recognized by children. Display and refer to them when appropriate. Encourage children to refer to them when they are "writing."
14. Use a variety of incidental activities to develop the concept of letter, e.g., play with letter cars, magnetic letters, plastic letters and alphabet games. Demonstrate and discuss that letters go together to make words.
15. Display an alphabet chart and talk about letters in other contexts, making sure the children can see that a letter is different from a word.
16. Make available capital and lower case letters of the alphabet for children to use and manipulate.
17. Model the use of conventions such as full stops, questions, pauses, etc., in context while modeling reading and writing.
18. Make use of quality book and tape sets so that children can hear different interpretations of the print.
19. Use elbow macaroni to "make sentences" with quotations and commas.
20. Have student's highlight (specific) punctuation.

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Suggestions for Parents:

1. Read books to your child on a daily basis making it a pleasurable experience.
2. Sit beside your child or hold him/her on your lap. Hold the book yourself or ask your child to hold the book so he/she can learn how to properly handle a book. Occasionally, you may want to preview the book by holding it closed and discussing the front cover. Refer to it as "the front cover." ~~Ask your child to discuss the picture and make predictions about the story.~~ Turn the book to the back cover and discuss it. Refer to it as the "back cover." Turn back to the front cover and read the title. Refer to it as "the title" and move your finger under each word as you read the title.
3. When you see your child looking through a book occasionally you may want to ask him/her to show you the cover, point to the title, talk about the book as he/she pages through it, and finally to show you the back cover.
4. Point to words when reading with your child to show that print carries a message.
5. Point to words when reading with your child to show left to right movement.
6. Periodically ask your child to show you where to begin reading on a page.
7. Have your child follow along with his/her finger as you read a story.
8. Point to words on a sign at a store as you read the sign.
9. On occasion, have your child point to first/last word or letters in a story you are reading.
10. When your child has learned to recognize words such as "dog," "the," "friend," the name of your city, etc., make a game out of looking for that word in a newspaper or magazine.
11. Read alphabet books to your child.
12. Make alphabet cookies and refer to them by name as they get eaten.
13. When eating alphabet shaped cereal or soup, point out the letters you eat, particularly the letters in the child's name.
14. Make or purchase alphabet letters and encourage children to play with them.
15. Occasionally have your child find examples of specific punctuation marks in a newspaper, magazine, or story.
16. Model using punctuation marks in your writing. For instance, when you are writing a note to leave for someone, say something like, "I should put a question mark at the end of that word." Read your note to your child and point to the words and punctuation.