



The Kindergarten Chronicles

Beth Jacobsen, Goolsby Elementary

Robyn Markovic, RPD

Shared Experiences to Teach Concepts of Print

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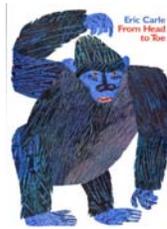
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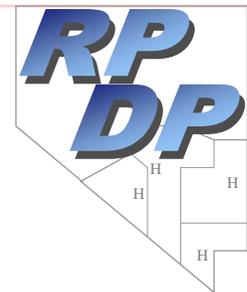
Welcome back to another exciting year in kindergarten! Hopefully amidst all of the busyness and newness, you have been enjoying several read alouds each day in your kindergarten classroom. Do your students already have a "favorite" story that they ask you to read again and again? Why not use that favorite story as a springboard for teaching concept of print (left-to-right and top-to-bottom orientation) and concept of word (spaces between words)? Concept of print and concept of word are important elements of emergent literacy instruction and are precursors to guided reading instruction.

tive, children will soon join in with you. Point out to students that you track each word as it is being read. After a few readings, you can ask a child to come up in front of the group and use the pointer to point to the words as you read. Use highlighter tape to highlight the first word you read on the page, the next word you read, and the last word you read.

I Went Walking



A great way to teach and reinforce these concepts is through the use of big books for modeled and shared reading. Books such as *Time for Bed* by Mem Fox, *I Went Walking* by Sue Williams, and *From Head to Toe* by Eric Carle offer a great backdrop for instruction in concepts of word and print. As you read aloud to your students, read in a rhythmic voice and use a pointer to track each word as you read. Since the text is repeti-



Bill Hanlon, Director

Extending the Learning

A great extension to this shared reading experience is to reproduce the text on a page for each child. I type the text only, in large print with no pictures, because this helps prepare the children for the type of text they will see on our Interim Assessments.

Have the children use a pointer. A pointer can be as simple as using the eraser end of a pencil or you can have your students make fun pointers of their own by using craft sticks and foam shapes, buttons, sparkles, beads, etc.



If you have a poster maker at your school, make a poster of the page of text for you to use during instruction. This part of the shared experience is best done with children at their tables or using lap boards. Demonstrate how to read the text and point to each word with your pointer. Have children read along with you as you point. Next, have them read the text on their page and use their pointers to point as they read. Do this several times and observe the children as you read the text with them and as they point to each word. Because they have read the text several times prior to this session, they are very familiar with the words and the rhythm of the text. Even if they cannot read the words, many of your students will be able to move their pointer from word to word, which will reinforce this very important concept.

Now, have the children point to the FIRST word you read, then have them circle that word. Next, have them point to the NEXT word you read and underline that word. Finally, have them point to the very

LAST word you read, and have them put an X on that word. You may need to read the text again with your pointer to help them identify these words. For closure to this activity, have your students read the text while pointing at the words one last time. You may also want to allow your students to illustrate their favorite part of the story on the back of the page of text. This is a great way to enhance their comprehension of the text.

I am a penguin.
I can turn my head.
Can you do ~~it~~?

Except from *From Head to Toe* by Eric Carle



Want an opportunity to create pointers for your classroom? Register for the upcoming K-1 Literacy Centers class being held at Guy ES on October 18 and 25. Visit www.rpd.net for assistance with registering through UNLV.