

This book uses short sentences with few words to describe a hen's walk in the farmyard as she inadvertently thwarts a fox's advances. This lends itself to talking about how reading works.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Understand Function and Conventions of Print

Teachers will:

- ◆ Label specific print features

TEACHING TIP

Pointing out individual words – where they begin and end – is sometimes called ‘concept of word.’ It means that children are noticing word beginnings and endings in print (much as they have started to notice and identify individual words within spoken sentences). It is a surprisingly hard skill to master. Research shows that the spaces between words do not really provide children much of a hint until they have a fairly solid base of letter and letter sound knowledge. As you point to words, let your gestures really emphasize the distinct units of print as related to distinct words we say.

1. INTRODUCE

- ◆ “This book is called *Rosie’s Walk*. As I read, I’m going to point to each word as I read it.”

2. READ THE BOOK

- ◆ Pause 3 times to model reading.
- ◆ Identify each word as you read it by distinctly pointing to it, running your finger under it, and then lifting it once you have read that word. Repeat for each word you read.

Label Specific Print Features

Identify: “I’m going to read these words.”

Read: “(Point) Across (run finger under word and lift) the (run finger under word and lift) yard (run finger under word and lift).”

Identify: “I’m going to read these words.”

Read: “(Point) Past (run finger under word and lift) the (run finger under word and lift) mill (run finger under word and lift).”

Identify: “I’m going to read these words.”

Read: “(Point) Under (run finger under word and lift) the (run finger under word and lift) beehives (run finger under word and lift).”

3. REVIEW

- ◆ “Each time I read a word, I pointed to it, ran my finger under it, and lifted it up when I was done reading the word. Then when I read another word, I pointed to it, ran my finger under it, and lifted it up when I was done reading that word.”

4. KEEP IT GOING

- ◆ Signs, posters, even food packaging all offer opportunities to point out individual words and model reading them. Go for a “word hunt” around the room or hallway to notice printed words all around your environment. Pause and prompt children to find the beginning of the word. Then read the word as they run their finger under the word from left to right.