



Developing Concepts About Print in Preschool: Why, What, and How?

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November 29, 2005

WHY SHOULD PRESCHOOLERS BE EXPOSED TO CONCEPTS ABOUT PRINT?

- ◆ "People use written language to get things done."

(Schickedanz, J.A. p. 35)

- ◆ Exposure to and explanations of the different functions of print can help make these symbolic forms meaningful to children.

Espinosa and Burns (2003)

WHY SHOULD PRESCHOOLERS BE EXPOSED TO CONCEPTS ABOUT PRINT? (CONTINUED)

- ◆ Experiences with print can help children learn the value of words for conveying important information, describing people's adventures and feelings and relating their own lives to events in written texts.

Espinosa and Burns (2003)

WHY SHOULD PRESCHOOLERS BE EXPOSED TO CONCEPTS ABOUT PRINT? (CONTINUED)

- ♦ "As children interact with books, they become aware of how books and print are organized, and this knowledge is important for them as they begin learning to read and write."

Barone, D.M., M. H. Mallette and S.H. Xu (2005). p. 29.

DEVELOPING CONCEPTS ABOUT PRINT FOR CHILDREN WITH DISABILITIES

- ◆ The connection between oral and written language will need more attention and need to be a more deliberate individualized approach.

STRATEGIES FOR CHILDREN WITH DISABILITIES

- ◆ Short, concrete experiences will be helpful.
- ◆ More explicit instruction may be required.
- ◆ Extended modeling may be needed so the child can make the connection between what is spoken and what is written down.

FIRST STEP: CONNECTING SPOKEN LANGUAGE TO PRINT

Here is a ball.





WHAT ARE SOME KEY PRINT CONCEPTS FOR PRESCHOOLERS?

- ◆ Signs embedded in logos have meaning that children can learn to read.
- ◆ Books have a front, back and title.
- ◆ Illustrations are not the same as print.



WHAT ARE SOME KEY PRINT CONCEPTS FOR PRESCHOOLERS? (continued)



- ◆ Alphabetic text sweeps from left to right and returns after each line to the left again.
- ◆ Texts have a beginning and end.

STRATEGIES FOR DEVELOPING PRINT CONCEPTS FOR PRESCHOOLERS WITH DISABILITIES

- ◆ Many more repetitions will be needed.
- ◆ Explicit modeling and instruction should be multi-sensory.
- ◆ Teach positional terms individually- top, bottom, front, back etc.



WHAT ARE SOME KEY PRINT CONCEPTS FOR PRESCHOOLERS? (continued)

- ◆ Words are talk written down.
- ◆ Words are different from letters, and letters are different from numbers.

STRATEGIES FOR PRESCHOOLERS WITH DISABILITIES

- ◆ Play simple games, such as "Yes/No".
- ◆ Utilize name tags at circle time for extended exposure to concepts in print.



HOW DO YOU TEACH PRESCHOOLERS ABOUT PRINT CONCEPTS?





WHAT MODIFICATIONS WOULD YOU MAKE FOR CHILDREN WITH DISABILITIES?





HOW DO YOU TEACH ENGLISH LEARNERS ABOUT PRINT CONCEPTS?



HOW DO YOU TEACH ENGLISH LEARNERS ABOUT PRINT CONCEPTS?

- ◆ Include examples of print in children's home languages in the classroom.
- ◆ Read stories in children's home languages, utilizing families and support staff as needed.

ENGAGING CHILDREN IN CONCEPTS ABOUT PRINT: WHAT WORKS?

- ◆ Miniature road signs can be used in the block and sand area.
- ◆ Label (with children) important areas in the room in English and children's home languages.

ENGAGING CHILDREN IN CONCEPTS ABOUT PRINT: WHAT WORKS? (continued)

- ◆ Let children label their cubbies with their names (or attempts at their names).
- ◆ Children can make their own signs and sign their names for projects they have created.

ENGAGING CHILDREN IN CONCEPTS ABOUT PRINT: WHAT WORKS? (continued)

- ◆ Children can cut up familiar signs, labels and logos in magazines, newspapers, catalogs, etc., and paste them in their own books of blank paper prepared by the teacher.

Barone, et al (2005)

ENGAGING CHILDREN IN CONCEPTS ABOUT PRINT: WHAT WORKS? (continued)

- ◆ Record what the child dictates about his/her drawings to help children connect spoken and printed language (language experience approach).

ENGAGING CHILDREN IN CONCEPTS ABOUT PRINT: WHAT WORKS? (continued)

- ◆ Create class books on topics of interest to the children, with recorded dictations of their illustrations. Preschoolers' recorded dictations can also accompany photographs of the class participating in various activities ("Fun at the Pumpkin Farm," etc.).

ENGAGING CHILDREN IN CONCEPTS ABOUT PRINT: WHAT WORKS? (continued)

- ◆ Read big books with rhyme, rhythm and repetition, pointing to the words while reading aloud to reinforce the concept of *word*.

ENGAGING CHILDREN IN CONCEPTS ABOUT PRINT: WHAT WORKS? (continued)

- ◆ Stock dramatic play areas with a variety of printed materials (food packages, menus, appliance instructions, plane tickets, travel brochures, computer keyboards, etc.) that demonstrate the many functions of print.

ENGAGING CHILDREN WITH DISABILITIES IN CONCEPTS ABOUT PRINT: WHAT WORKS?

- ◆ Many strategies for typically developing children work for children with disabilities.
- ◆ Use the classroom and the immediate environment as a tool to individualize.
- ◆ Relate instruction directly to the individual child's needs and interests.

Consulting with IEP Team

- ◆ Many of the strategies that support children with disabilities are also appropriate for typically developing children.
- ◆ In order to insure the developmental progress for children with disabilities, the teacher should consult with the IEP team for additional strategies as needed.

References

Barone, D.M., M. H. Mallette and S. H. Xu (2005). p. 29. Teaching Early Literacy. New York: The Guilford Press.

Espinosa, L.M. and M.S. Burns. "Early Literacy for Young Children and English Language Learners" in Howes. C., Ed. (2003) Teaching Four-to-Eight Year Olds. Baltimore: Brooks Publishing Company

Schickendanz, J.A. (1999). p. 35. Much More Than the ABCs. Washington, D.C.: National Association for the Education of Young Children.