

5 Introduce a Book and Print Concepts

Routine 5

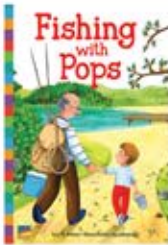
Introduce a Book and Print Concepts

How teachers introduce books and identify print concepts that clarify unfamiliar words or concepts is important. Developing a task approach for reading a book helps children organize and apply their prior knowledge. It teaches them to identify what they know and do not know and ask questions for clarification. Children learn to engage their background knowledge and prior learning experiences to make sense of new concepts and words.

Procedure

Use this routine to introduce a book and print concepts to children.

EL Provide wait time for responses if English is not their primary language.

Directions	Example
<p>1. Display a book. Encourage children to help you locate and name parts of the book. Demonstrate how to handle a book.</p>	<p><i>This is the front cover.</i> <i>This is the back cover.</i> <i>This is the top of the page.</i> <i>This is the bottom of the page.</i> <i>You hold the book like this.</i></p> 
<p>2. Point to and read aloud the title, moving your finger smoothly from left to right as you say each word.</p>	<p><i>The title of this book is Fishing with Pops.</i></p>
<p>3. Point out print concepts:</p> <ul style="list-style-type: none">• Point to a word. Explain that words are made up of sounds and letters.• Point to the spaces between each word.• Point to each individual word in the title.	<p><i>The word Pops is made of letters. What letters do you see?</i> <i>The title Fishing with Pops has 3 words. Do you see how the words are separated by spaces?</i></p>

5 Forming Rows to Teach Concepts of More/Less or Same/Equal

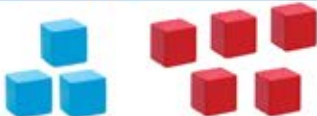

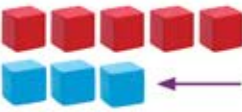
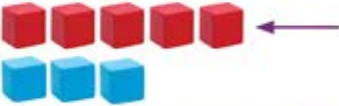
Routine 5

Forming Rows to Teach Concepts of More/Less or Same/Equal

Placing objects in horizontal rows helps children set up and solve problems. Placing objects in rows, create groups or sets that can be counted. Children can determine which row or set has more, the same or equal, or less objects.

Procedure for Teaching Concept, More/Less

Use this routine to develop the concept of more. Provide frequent practice.

Directions	Example
1. Place 5 red blocks and 3 blue blocks on a table.	
2. Form a horizontal row with the red blocks, placing one block at a time in the row.	
3. Use the blue blocks and form another horizontal row under the row of red blocks, matching the blocks one to one.	
4. Point to the row of red blocks.	<i>This row has MORE blocks.</i> 
5. Repeat the procedure and invite children to identify the row that has more blocks. Model how to count each row and compare to confirm the answer.	<i>Point to the row that has MORE blocks.</i> <i>How can we tell there are more?</i> <i>What can we do?</i>
6. Repeat the procedure using two rows of blocks containing different amounts, always placing the set with more blocks on the top row. Encourage children to point to the set with more blocks, then count and compare to confirm their answer.	