

MEville to WEville Concepts of Print Lessons

Concept of Print Skills: Book Handling

Lesson Activities

identify front and back covers of a book.....	2
identify title.....	2
identify top of a book.....	2
identify pages of a book.....	2
turn pages of a book.....	4
follow or move finger left to right, top-down.....	2, 6
return eye and/or finger sweep at end of line.....	6
locate first word on page.....	5

Concept of Print Skills: Interaction with Book

Lesson Activities

attend to pictures.....	3, 7
request book for reading.....	1, 12, 13
recognize differences in print vs. pictures.....	3, 7
attend to story (look and listen).....	7, 8
enjoy listening to a story.....	1, 8
point to picture.....	3, 7
react to story.....	9, 12
know text represents spoken word.....	7, 9, 10, 11
know text represents meaning.....	3, 7, 9, 10, 11

Teaching Concept of Print Skills

Lesson Activities

It is recommended to choose a book to read to your students daily, making this lesson a regular occurrence in addition to MEville to WEville lessons. Focus on the skills that are appropriate for your students' needs by matching the skill(s) to the lesson activities. Use the chart above to choose the appropriate activities below to meet those needs and repeat them each time you read to your students.

It is important that all students are active learners in these lessons, so it is vital to provide alternate ways to perform actions (in **bold** below) when students cannot do so in a typical way. Find these alternative actions in the Action Dictionary on the Resources tab of your Members Only Website. Look up the action word in bold and/or use one of the other suggested actions in the chart above to find the adaptation that works best for your student. You may adjust the ideas in the Action Dictionary for individual needs.

It is equally important to teach concept of print skills throughout MEville to WEville lessons as well so students take on an active role learning them in the context of the literature books read and student-made books written in MEville to WEville as well as the books you choose to read to your students daily. In addition, students have multiple opportunities in MEville to WEville to interact with books as good readers do. These opportunities enhance and reinforce what students learn here about concepts of print.

1. Give students a choice of two or three books. Students **vote** for the book they want. If the book not chosen has at least one vote, tell students you will read that book the next day. Set it on the chalk ledge. Before and after reading the book, make it accessible to students to **self-select**.
2. Show the book to the students. Read the title, sweeping your finger from left to right. Say, "This is the title. It is the name of the book." Call on one or two students to **find** the title of the book. Repeat with the front cover, back cover, and pages of the book. Students **attend** to the location of these book parts.
3. Go on a picture walk. Show the picture on the cover. Say the name of each item on the cover. Talk about how each picture relates to the title, e.g. the cover of Silly Sally shows a picture of a girl acting silly. Ask students what they see. Students **say** something about the picture. Call on one or two students to point to a specific character or object on the cover. Students **point** to requested picture. Repeat with the pages in the book.