

### Webinar 3: Handout 3

## Concepts of Print: Teaching Scripts

#### Teaching Concepts of Print: How Books Work

I Do	We Do	You Do
<p>Teacher: Books are important for learning. Look at the book I am holding. See this part? <i>[put your hand on the cover]</i> This is the front cover of the book. These words are the title <i>[point to the title]</i>. This tells me the name of the book. These words are the name of the author <i>[point to the author's name]</i> - the person who wrote the book. I can open the front cover <i>[open the book]</i> and find the first page <i>[turn to the first page]</i>. I know this is the first page because it has the number 1 right here <i>[point to the page number]</i>. When I read a book, I start here on page 1, at the beginning. As I read, I turn the pages one at a time, like this <i>[turn to page 2]</i>. I can only turn one page at a time or I will miss parts of the story.</p>	<p>Teacher: Let's try it together. Is everyone holding their book upright? <i>[check that students are holding the book correctly]</i></p> <p>Teacher: Let's put our hand on the front cover of the book <i>[teacher and students put hand on the cover]</i>.</p> <p>Teacher: Who remembers what the title tells us? <i>[students say that the title tells us the name of the book]</i>. Let's point to the title <i>[teacher and students point to the title]</i>.</p> <p>Teacher: Who remembers what the author is? <i>[students say it is the name of the person who wrote the book]</i>. Let's point to the author's name <i>[teacher and students point to author]</i>.</p> <p>Teacher: Let's open the front cover and find the first page <i>[teacher and students turn to page 1]</i>.</p> <p>Teacher: Who can tell me how we know this is the page we start on? <i>[students say it has page number 1]</i>.</p> <p>Teacher: Who can show me what we do as we read each page? <i>[students and teacher turn the pages one at a time]</i>.</p> <p>Teacher: What will happen if I turn more than one page? <i>[students say they will miss part of the story]</i>.</p>	<p>Teacher: Now you try. Show me the front cover of the book <i>[students place their hand on the front cover]</i>.</p> <p>Teacher: Now point to the title <i>[students point to the title]</i>. What does the title tell us? <i>[students say the name of the book]</i>.</p> <p>Teacher: Now point to the author <i>[students point to the author]</i>. What is the author? <i>[students say the person who wrote the book]</i>.</p> <p>Teacher: Now open the book and show me what page to begin on <i>[students open to page 1]</i>. How do I know this is where I begin? <i>[students say it is page number 1]</i>.</p> <p>Teacher: Now show me what to do as I read the book <i>[students turn the pages one at a time]</i>.</p> <p>Teacher: Why should we turn only one page? <i>[students say that they will miss part of the story]</i>.</p>

## Teaching Concepts of Print: Purpose of Print

I Do	We Do	You Do
<p>Teacher: When we read a story, we use the words to find out what is happening. Pictures can show us something about the story, but only the words tell us the story.</p> <p>Teacher: Look at page x in your Student Book. You can see words at the top and pictures below. I have the story in my book too [<i>show Teacher Guide to students</i>], but it is only the words. You have the pictures.</p> <p>Teacher: Look at the words at the top of the page [<i>point to the title in one of the Student Books and show the class</i>]. This is the title of the story. The title of the story gives us an idea about what we are reading.</p>	<p>Teacher: Let's try this together. Look at page x in your book. Point to the words in the title of the story. [<i>Students and teacher point to the title – teacher looks around to be sure all students are pointing to the text and not to the picture</i>]</p> <p>Teacher: Now point to the pictures. [<i>Students and teacher point to the pictures</i>]</p>	<p>Teacher: Now you try. Point to the words. [<i>Students point to the words in the title as the teacher circulates the classroom to ensure all students are pointing to the words</i>]</p> <p>Teacher: Now point to the pictures. [<i>Students point to the pictures below the title</i>].</p>

## Teaching Concepts of Print: How Print Works

I Do	We Do	You Do
<p>Step 1: Teacher: When we read a book or a story, we read the words. Pictures show us something that is happening, but we read the story from the words. Teacher: I will read the words on this line. <i>[Teacher points to the first word in a line of text and moves finger from left to right under the line as it is read aloud – this is called tracking text.]</i></p>	<p>Step 1: Teacher: Let’s do this together. Look at your Student Book page x. Point to the first word in the line and move your finger under the words in the line. <i>[Teacher and students both point to the first word in a line and move their finger under all the words in the line as the teacher reads the line – teacher is watching the students to be sure they understand. If a student is doing this incorrectly, the teacher prompts with: “Watch me and do as I do. Put your finger under the first word and then move your finger under all the words in the line.”]</i></p>	<p>Step 1: Teacher: Now it is your turn. Put your finger under the first word and then move your finger under all the words in the line. <i>[Students point to the first word and move their fingers under all the words in the line as the teacher reads the line – teacher circulates the room correcting students as needed]</i></p>
<p>Step 2 (when Students are able to do Step 1 with several different stories, without help or corrections):  Teacher: Watch what I do when I read words in a story. When I get to the end of the line, I move my finger to the first word in the next line. <i>[Teacher tracks text under the first line, then returns the finger to the first word in the second line and continues reading.]</i></p>	<p>Step 2: Teacher: Let’s try this together. Look at your Student Book page x. Point to the first word in the line and move your finger under all the words in that line. Teacher: When you get to the end of the line, move your finger down to the first word in the next line. <i>[Teacher and students track text along the first line and down to the second line as the teacher reads the text – teacher is watching the students to be sure they understand. If a student is doing this incorrectly, the teacher prompts with: “Watch me and do as I do. Put your finger under the first word and then move your finger under all the words in the line. When you get to the end of the line, go down to the first word in the next line.”]</i></p>	<p>Step 2: Teacher: Now it is your turn. Put your finger under the first word and move your finger under all the words in the line. When you get to the end, go down to the first word in the next line. <i>[Students point to the first word and move their fingers under all the words in the line as the teacher reads the line – teacher circulates the room correcting students as needed.]</i></p> <p><b>**Note:</b> Once Students appear to have learned to do this, the teacher should constantly monitor that students are tracking text as they are practicing reading. This will allow teachers to see which students are on task and which students still need instruction in How Print Works**</p>