

How to do a Shared Reading with Print References

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<https://www.youtube.com/watch?v=fua1pp8X3i0>

Narrator: Hi, my name is Heidi Anne Mesmer and the focus of this video will be how to do a shared reading with print referencing. The focus of this video is for emergent learners, usually preschool or pre-kindergarten learners.

Parts of this can be found in my book *Letter, Lessons and First Words, Phonics Foundations That Work*, and you can follow me on Twitter @haemesmer. Print referencing is somewhat similar to what we would call concepts of print or print concepts, and it is modeling the reading process for children to show them how print works. Emergent learners are being invited into an exciting world of literacy and they're acquiring a symbolic system that they haven't seen before. And so, we want them to start to understand that it's the print, those little squiggly lines at the bottom that carry the meaning in the stories that their parents are reading to them. Similarly, we want them to understand the norms and routines of how that symbol system works, that it moves from left to right and top to bottom. We want them to understand that printed words are groups of letters that match the oral words, so that almost there are these two sides to words.

There's a symbol system that's visual, and then there's this oral system based on phonics. The most important print referencing skill that we can give kids is what we call concept of word, and this is a notion that words are letters that are grouped together that represent an orally spoken word, and we teach this to children by asking them to memorize parts of print and coordinate their pointing to that print as we model it to them. It's important to remember that when teacher is working on print referencing, she is not asking the children to do real reading. What they are really doing is helping in the process. They're not decoding in the sense that they would if they were further down the line developmentally. In fact, a lot of kids don't even have all of the letter sounds. They'll use some initial sounds to coordinate their pointing, but it's not real reading.

Teachers frequently teach print referencing using shared reading, and this is again where the teacher will model the reading process. So, the teacher is doing the work, the teacher is the reader. She uses a big book with large print often and a pointer so that children can see the word sentences and punctuation, and that's used in a live classroom so that if the child's sitting yards or feet away, they can see, I'm going to demonstrate it in a virtual setting using a projectable book from learning A to Z. Again, the teacher is sharing the reading responsibilities with the children selectively as she wants, and she's getting their help so they're not really reading, they're being invited to contribute and share at different points. You can stop the video and learn a little bit more about the support for this practice. This excerpt is from the Language and Literacy Effective Practice Guide found at the Early Childhood Learning and Knowledge Center.

You can also stop the video and peruse this research. This is Justice's work and the concept of word work with myself, and more importantly with Morris. Here are some teacher prompts that you can use during print referencing, and these are available in letter lessons and first words, and they're based on justice's work. It's very important for teacher who's doing a print referencing lesson to think carefully about that ahead of time, and you want to use these prompts to help you. For example, before you teach a print referencing lesson, go through the book and identify the letters that you want to give some

focus to pay attention to multi-syllabic words that children are going to have a little problem coordinating their voice to think through all the kinds of questions that you want children to answer as you do the print referencing lesson. And with that more purposeful focused approach, you'll find that they will pick up on what you're really trying to teach them.

This is a simple routine that you can follow or follow your own, but I'm going to use a little bit of this to model as I go through the projectable. Day one is a reading without pointing where you talk about the story. Day two is the reading with pointing, but the children simply read as you point. On day three, you will invite the children to do their own pointing, and on day four you will focus on using letters. I'm going to use the nursery rhyme, Little Jack Horner, which is available as a projectable on reading A to Z. When you're choosing a book, it is important to remember not only that it be something that's lively and interesting to the child, but that it can be easily memorized so that it's not too difficult for the children to just memorize it, that there's some kind of fun or rhyme to it.

You want to make sure that you have multi-syllabic words because a big part of learning how to point to print is knowing that this word lip toll, which has two parts, is actually going to get one pointing. Kids who haven't quite developed full concept of word will do something like this lit-toll jack and then they'll run out of space. So you want to make sure you have multi-syllabic word all. Alright, I'm going to model this with the predictable from learning A to Z. The very first day, as I mentioned, I would not do any pointing. The focus would just be on the content of the story. So we might talk about what's going on in this. I might talk about this little boy's name being Jack Horner. What is he eating? He's eating a pie. As I read it, I might note, oh look, it's warm and he's licking his lips. He seems to be happy. Here he is, he's sitting in a corner. I would note that corner and Horner rhyme. We talk about thumb and plum rhyming and for some children I might even make sure that they understand that a plum is a small purplish fruit that's really juicy. And that would be basically the lesson. We'd spend 10 to 15 minutes thinking about rhyming and what's going on in the story and their own experiences. On the next day. My focus would be me reading and then asking them to read along with me. So I would do that fully through once and then a second time I would ask them to fill in the words. And as I did that, I probably let my own voice kind of back down or get quiet. If you're using the learning A to Z, reading A to Z interface, it has some nice fun little tools. Here on the left is a cursor and that's usually what I use. You also have a pointer with different colors. You can circle words. There's a highlighter where you can highlight things. There's a text box. You have to get the text tool inside the part of the screen that's used, but you can put letters that you want them to look for. They have a set of stamper tools. These are really nice sometimes when you want. I'm going to use the star when you want to show children where the words begin and how that's really important. And then there's an eraser if you want to erase just one thing, if you want to get the whole page clean, the best thing to do is to just reset the page and that's the little arrow. Alright, so I'll show you a few pages as if I was doing that very first, that second reading on the second day where I was going to ask kids to point a few things about your technique with pointing. First of all, make sure that you always point at the very beginning of each word.

Don't go like this little Jack Horner. That defeats the whole purpose. We want children to start to pay attention to that this word little starts here, and this word jack starts here. And this word Horner starts here because we want them to learn to use some of their initial consonant sounds. So never just point in the middle of the word, always point under the word because you don't want to obscure or distract the letter shapes, which is the most important information that you can ask them to use. There are two techniques you can use. One is the scooping method, like this Little, Jack, Horner. So, it's kind of like Little Jack Horner or you can just use a dragging method. This one you start with Little, and you drag Jack Horner. So, here's me reading and pointing. Little Jack Horner, sat in a corner, and I would go on like

that through the whole reading. And then after at the second time, I would say, now you read with me eating a Christmas....that's a long word, Christmas pie. He stuck in his thumb. Good. Do you remember? And pulled out a plum. And said, what a good boy am I? And you can tell that what I was doing there is pausing and not fully pronouncing the words, but saying a little bit of the beginning sound to help the students pay attention to the fact that they can use their initial sounds.

On the third day I would do that same pointing and then I would ask kids to come and point a line or two here and there. And if you're sharing this in a virtual environment, the pointer might be a little harder for them to coordinate. So, you could use something in the zoom interface. The last day, I would ask children to pay attention to a little bit more specific information. One of the things I would highlight to them is that the way that you can know where one word begins and another word ends, is by paying attention to the space between words. Look at that! There's a little bit of white space between each word, and that's how I can tell where one word begins, another word ends. But I also can use my beginning sound knowledge to really, really help me. So, for example, if I pay attention to the beginning of this word, I can see the letter L and I know that that letter L makes the /l/ /l/ little. That must be little. And if I look here, I can use that... /j/ /j/ /j/ Jack. That must be Jack. As you go on throughout the book, on that fourth day, you'll be asking kids questions like can you find a word that begins with the sound /j/? And they can point out, Jack, it's right here. And what part of that word says /j/? This part of the word says /j/. And because it's computer, you might hear a little sound at the end of my /j/, but I'm just saying that beginning sound not the schwa. We don't want to add too much of that schwa. Some letter sounds, it's really impossible not to do that, but you just don't want to overemphasize it. So "jah" you don't want to do that. Might look here. Okay, do we see those sounds again? Can you find the sound for the letter S? Where's an S? Right here? And what sound sat yes in a corner. Good. Can you find the letter P? Yep. It's right here on this word, and the word is pie. And we could use our beginning sounds and we would go through that throughout. So, print referencing and shared reading are important tools for you to use if you're working with emergent learners. And there are lots of wonderful things that you can do. Give it a little bit of time and planning. Use some print referencing sequences and some questions and you'll have your kids on the way in no time.