
My First Day of School

TARGET: Environmental Print

★ *High Support Examples*

1) **TECHNIQUE: MODELING THE ANSWER**

Teacher: We see words and letters at the bottom of this page. Who can show me where we see words and letters somewhere else?

Child: Here? (Points to tray of food.)

Teacher: Almost. Here, here are some letters and words on the cereal box. (Reads “Snappy Snax,” then moves to calendar and bread bag.)

2) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: This sign says “Safety First!” Can anyone tell me what this sign says?

Child: Safety First!

Teacher: That is exactly right! The sign says “Safety First.”

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Who can find the *W* on this page? William, I think you can find it since you know how to spell your name.

William: Up here?

Teacher: You got it! That is the letter *W*, just like in William and Wanda.

2) **TECHNIQUE: EXPLANATION**

Teacher: Can anyone read what this sign says?

Child: “Stop!”

Teacher: You knew that! Yes, this sign says “Stop.” You see this sign on the road when you are riding in the car.



My First Day of School

TARGET: Metalinguistic Concept of Reading

★ High Support Examples

1) TECHNIQUE: MODELING THE ANSWER

Teacher: This book is called *My First Day of School*. Who can tell me what we're going to do with this book?

Child: Look at the pictures of the boy!

Teacher: We will look at pictures of the boy, and we're going to *read* it, and learn all kinds of things about school and being there on the first day. You guys know all about this, but now we'll read about it, too.

2) TECHNIQUE: ELICITING THE ANSWER

Teacher: This book is titled *My First Day of School*. What do you think this story is about?

Child: Riding a bus!

Teacher: I think you're right. Riding a bus is something many of you do on the first day of school. I think we'll learn other things about the first day, too.

★ Low Support Examples

1) TECHNIQUE: PREDICTION

Teacher: Today we're going to read this book. Look at the cover. What do you think we'll learn from reading this book?

Child: About school?

Teacher: Yes, I think so too. We'll learn about things that happen at school.

2) TECHNIQUE: RELATING TO THE CHILD'S EXPERIENCE

Teacher: Let's look at this picture. I think these must look familiar to you. Can anyone tell us what this page teaches us?

Child: It looks like the place where I put my stuff.

Teacher: Exactly. I think this page will remind us to keep things neat and clean in our room.



Who's Making That Noise

TARGET: Print Direction

★ *High Support Examples*

1) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: Where should we start reading on this page? Here (points to the first word on the page) or here (points to the last word on this page)?

Child: Here! (Child points to the first word.)

Teacher: Yes, that's right. We begin reading here and finish here. (Runs her finger along the text)

2) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: I start reading here. Who can show me where I begin reading?

Child: Here?

Teacher: That's exactly right.

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: Where do I start reading?

Child: Here!

Teacher: Right! Remember, we always start reading here and finish here.

2) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Mary, can you show me which way I should read on this page? I bet you know this as you showed me the last time.

Child: This way. (runs finger in the correct direction)

Teacher: I knew you would remember. Good job!

STAR: Sit Together and Read

Who's Making That Noise

TARGET: Concept of Word in Print

★ *High Support Examples*

1) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Amy, point to the word "Toot" on this page.

Child: Points to the picture of the horn

Teacher: That's a picture of a horn. Where's the word? It's right here, the word says "Toot" ".

2) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: This is the title of the book. It is made of words. Let's count how many words are in the title. Count with me as I point to the words.

Child: 1-2-3-4

Teacher: That's exactly right- there are four words in the title.

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: Is this a word? (Points to the picture of the bear on the cover)

Child: No, it's a bear not a word.

Teacher: Yep, this is a picture of a bear. This is a word. (Points to the word)

2) **TECHNIQUE: PREDICTION**

Teacher: What do you think we might find on this page?

Child: A word that shows a sound behind the door under the stairs.

Teacher: Yes, you are right. There is the word "Thud".

STAR: Sit Together and Read

I Like It When...

TARGET: Author

★ *High Support Examples*

1) **TECHNIQUE: MODELING THE ANSWER**

Teacher: What does an author do?

Child: Draw pictures?

Teacher: Not quite, the author is the person who writes the book. The author of this book is Mary Murphy. We see her name right here.

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: These words are the author's name. They say "Mary Murphy."

Child: Where is the name?

Teacher: Here, give me your finger. There you go—that says "Mary Murphy." She's the author of the book.

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: Whose name is on the front of this book?

Child: The author's!

Teacher: That's right! The name "Mary Murphy" is on the front of this book because she wrote the book. Great job!

2) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Why do you think this name is on the front of the book? Johnny, I bet you know why, you knew last time!

Child: Because they wrote the book!

Teacher: You're right!



I Like It When...

TARGET: Print Functions

★ *High Support Examples*

1) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: This is where the penguin is talking. Show me where the penguin is talking.

Child: Right here.

Teacher: That's right! Those are the penguin's words!

2) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: Is the baby penguin talking here (points to the word bubble saying "boo") or here (points to the momma penguin)?

Child: Um, here? (Points to the momma penguin.)

Teacher: The baby penguin's words are here (points to word bubble).

★ *Low Support Examples*

1) **TECHNIQUE: PREDICTION**

Teacher: What do you think the words in this bubble mean?

Child: That the baby wants to say something?

Teacher: That's right! The baby is surprising its mom and it says "boo!"

2) **TECHNIQUE: EXPLANATION**

Teacher: Can you show me where the momma penguin is talking?

Child: Here?

Teacher: That's right! We know the momma penguin is talking because she has a word bubble over her head.



The Dandelion Seed

TARGET: Upper-Case vs. Lower-Case Letters

★ High Support Examples

1) TECHNIQUE: CO-PARTICIPATION

Teacher: This is an upper-case letter.

Child: Where?

Teacher: Here, give me your finger (takes child's finger and places it on an upper-case letter). This is an upper-case letter. It is an upper-case *T*.

2) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: Which one is an upper-case letter? This one (points to an upper-case *D*) or this one (points to a lower-case *c*)?

Child: (Points to *c*.)

Teacher: That one is a lower-case *c*. This is an upper-case letter. This is an upper-case *D*.

★ Low Support Examples

1) TECHNIQUE: RELATING TO THE CHILD'S EXPERIENCE

Teacher: What upper-case letter is this? Billy, I bet you know, because you have this letter in your name!

Child: *B*!

Teacher: That's right!

2) TECHNIQUE: EXPLANATION

Teacher: Can you point to one upper-case letter?

Child: Um, this one.

Teacher: That's right! This *O* is an upper-case letter. It is bigger than all the other letters.



The Dandelion Seed

TARGET: Top and Bottom of Page

★ *High Support Examples*

1) **TECHNIQUE: MODELING THE ANSWER**

Teacher: Can you show me the top of the page?

Child: Right here (points to middle of page at picture).

Teacher: Almost, this is the top of the page. This is where I start reading (points to printed text).

2) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: Is this the top of the page (points to the bottom of the page) or is this the top of the page (point to the top of the page)?

Child: Um, here? (Points to the bottom of the page.)

Teacher: That's the bottom of the page. This is the top of the page. This is where I start reading.

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Where do you think the top of the page is? Spencer, I know you'll know this because you knew it before!

Child: Right here?

Teacher: That's right!

2) **TECHNIQUE: EXPLANATION**

Teacher: Can you show me the top of the page?

Child: Here?

Teacher: That's right! The top of the page is right here and that's where we find the words to start reading!



Down by the Cool of the Pool

TARGET: Title of Book

★ *High Support Examples*

1) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: This is the name of the book. It says *Down by the Cool of the Pool*. What is the name of the book?

Child: *Down by the Cool of the Pool!*

Teacher: You got it!

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: We can find the name of the book on the front cover. Let's point to it together!

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: What are the words on the front of the book called?

Child: Its name?

Teacher: That's right! The words on the front of the book tell us the title of the book. The title is the name of the book. The title of this book is *Down by the Cool of the Pool*.

2) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Who can show me the title of this book? (Points to the title.) Patrick, you'll know this, because you showed me before!

Child: Right here!



Down by the Cool of the Pool

TARGET: Word Identification

★ *High Support Examples*

1) **TECHNIQUE: CO-PARTICIPATION**

Teacher: This word says “wheee.” Let’s point to it and say it together! I bet we’ll see this word again! Remember what it looks like so you can help me read it in the next pages!

2) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: This word is pool. What is this word?

Child: Pool!

Teacher: Great job! This word says pool!

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: What sound does water make when you jump into the pool?

Child: Splash!

Teacher: That’s right! And this is the word “splash.” We see it because the animals all fell into the pool!

2) **TECHNIQUE: RELATING TO THE CHILD’S EXPERIENCE**

Teacher: What word do you think this is? (Points to the word “cat.”) Ashley, I bet you know this word because you have this as a pet!

Child: A kitty!

Teacher: Almost! This word says cat. It is spelled c-a-t!



“More, More, More,” said the Baby

TARGET: Metalinguistic Concept of Letter

★ *High Support Examples*

1) **TECHNIQUE: CO-PARTICIPATION**

Teacher: This letter is *M*. We see this letter in lots of words. We see *M* in the word “More” and in the word “pumpkin.” Let’s point to all the *M*’s on this page!

2) **TECHNIQUE: MODELING THE ANSWER**

Teacher: The letter *L* is in this word (points to “Little”) and this word (points to “like”). Can we use the letter *L* in other words?

Child: Yes?

Teacher: That’s right! We see the letter *L* in lots of words, like “laugh” and “lunch.”

★ *Low Support Examples*

1) **TECHNIQUE: RELATING TO THE CHILD’S EXPERIENCE**

Teacher: The word “baby” has two *b*’s in it. Can you think of another word that has the letter *b* in it? Bobby, I bet you’ll be able to!

Child: Bobby!

Teacher: That’s right! Your name has 3 *b*’s in it!

2) **TECHNIQUE: EXPLANATION**

Teacher: Can you point to three *T*’s on this page?

Child: (Points to the *T*’s.)

Teacher: That’s right! This is the letter *T*! We see this letter in lots of different words.



“More, More, More,” said the Baby

TARGET: Top and Bottom of Page

★ *High Support Examples*

1) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: This is the top of the page. Can you show me the top of the page?

Child: Here? (Points to top of page.)

Teacher: Right! This is where I start reading.

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: This is the top of the page.

Child: Where?

Teacher: Right here. Let's point to the top of the page together.

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Where do you think the top of the page is? Austin, I know you'll know this because you knew it before!

Child: Right here?

Teacher: That's right!

2) **TECHNIQUE: EXPLANATION**

Teacher: Can you show me the top of the page?

Child: Here?

Teacher: That's right! The top of the page is right here. This is a good place to look for words to start reading.



Farmer Duck

TARGET: Page Order

★ *High Support Examples*

1) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: I am going to turn the pages this way (shows how the pages turn from left to right) so I understand what is happening. You show me which way we turn the pages so we can read the story.

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Katie, why don't you come up and turn the pages of *Farmer Duck* while I read it to everyone. I will help you.

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Megan, you helped me turn the pages of the book we read last week. I think you are ready to do it by yourself. Why don't you come up and turn the page.

2) **TECHNIQUE: PREDICTION**

Teacher: Here I am on the first page of the story. If I want to sneak to end of the book to see the last page, which way do I turn the pages?

Child: This way to peek. (Child turns to the last page)

Teacher: Now I can sneak a peek at the end of the book.

STAR: Sit Together and Read

Farmer Duck

TARGET: Names of Letters

★ *High Support Examples*

3) TECHNIQUE: CO-PARTICIPATION

Child: It looks like a circle. (*Points to the D*)

Teacher: It does look like a circle. It is a *D*. Let's make it together with our finger in the air.

4) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: Here is an *A* and here is a *C*. Which of these two letters is an *A*?

Child: *Child points to an A.*

★ *Low Support Examples*

3) TECHNIQUE: ENCOURAGEMENT

Teacher: What letter does Brian's name start with? Can you tell me?

Child: B!

Teacher: That's right!

4) TECHNIQUE: EXPLANATION

Teacher: Let's make the sound the cow makes in the book. **MOO**. Listen to the word.

What does the sound **MOO** start with?

Child: M!

Teacher: We put our lips together and that is the sound that the letter *M* makes.

STAR: Sit Together and Read

Rumble in the Jungle

TARGET: Word Identification

★ *High Support Examples*

1) **TECHNIQUE: CO-PARTICIPATION**

Teacher: This word is “Jungle.”

Child: Where?

Teacher: Here, let’s point to it together. This word says “Jungle.”

2) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: This word says “crocodile.” What word is it?

Child: “Crocodile!”

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: Is this word “snake” or “giraffe?”

Child: Um, “snake?”

Teacher: That’s right! We know that says “snake” because there’s a picture of a snake next to it.

2) **TECHNIQUE: PREDICTION**

Teacher: What kinds of words do you think we’ll see in this book?

Child: I think we’ll see names of animals, because there are animals on the front of the book!

Teacher: Let’s see, I see ’lots of words about animals. This word is “lion” and this word is “tiger.”



Rumble in the Jungle

TARGET: Metalinguistic Concept of Letter

★ High Support Examples

1) TECHNIQUE: MODELING THE ANSWER

Teacher: The letters *l*, *i*, *o*, and *n* make the word “lion.” What do the letters *l*, *i*, *o*, and *n* make?

Child: Lion!

Teacher: Excellent! You are right, the letters *l*, *i*, *o*, and *n* all make up the word “lion.”

2) TECHNIQUE: ELICITING THE ANSWER

Teacher: Letters make up words. What do letters do?

Child: Make up words?

Teacher: That’s right! Letters make up words!

★ Low Support Examples

1) TECHNIQUE: RELATING TO THE CHILD’S EXPERIENCE

Teacher: The word “Jungle” starts with the letter *J*. Jacob knows this because it’s the first letter in his name! What other words do you know that start with the letter *J*?

2) TECHNIQUE: EXPLANATION

Teacher: Does anyone know what words are made of?

Child: Letters?

Teacher: That’s right! Words are made of lots of different letters. And you will see the same letter can be used to make up different words, like *c* is in “cat” and *c* is also in “cart.”



David Gets in Trouble

TARGET: Author

★ *High Support Examples*

1) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: The person who wrote the book is called the author. His name is right here. Who can point to the author's name?

Child: Here?

Teacher: Almost, that's the title of the book. Here is the author's name. His name is David Shannon.

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Let's look at the name on this page. This name is David Shannon. It's the name of the author. Let's all point to the author's name together!

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: Whose name is on the front of the book?

Child: The author's!

Teacher: That's right! The author's name is on the front of the book because he wrote the book!

2) **TECHNIQUE: RELATING TO THE CHILD'S EXPERIENCE**

Teacher: Can anyone tell me the name on the front of the book? David, I bet you'll know this, because he has the same name!

Child: David!



David Gets in Trouble

TARGET: Letters vs. Words

★ *High Support Examples*

1) **TECHNIQUE: CO-PARTICIPATION**

Teacher: This page has three words on it, “I was hungry.” Let’s point to all the words together!
(After pointing to the words, counts the total number of letters in each word.)

2) **TECHNIQUE: ELICIT ING THE ANSWER**

Teacher: This page has five words on it. Does this page have five words or five letters on it?

Child: Letters?

Teacher: Almost, this page has five words on it. Let’s count them, 1-2-3-4-5. Now let’s count the letters in the words. We’re going to find that there are many more letters since they make the words. (Begins counting the letters.)

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: How many letters are in the word “dog?”

Child: Three?

Teacher: That’s right! There are three letters in the word “dog”—*d-o-g*.

2) **TECHNIQUE: ENCOURAGEMENT**

Teacher: How many letters are in the word “excuse?” Chris, I bet you’ll know this, we counted letters yesterday!

Child: 1-2-3-4-5-6

Teacher: Good job! Those six letters make up the word “excuse.”



The Way I Feel

TARGET: Short Words vs. Long Words

★ High Support Examples

1) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: Look at these two words. Which word do you think is a short word—this word (points to “thunder”) or this word (points to “the”)?

Child: (Points to “the.”)

Teacher: You are exactly right. The word “the” is a short word. It only has three letters in it. “Thunder” is a long word, it has seven letters in it. (Count letters with finger.)

2) TECHNIQUE: MODELING

Teacher: Look at this boy. It looks like he’s jumping up and down! This word (points to “excited”) is a long word. It has (begins counting) seven letters in it. Is “excited” a long word or a short word do you think?

Children: Long word!

★ Low Support Examples

1) TECHNIQUE: EXPLANATION

Teacher: Who can point to the longest word on this page?

Child: (Points to “scared” at the bottom of the page.)

Teacher: Oooo, that is a long word, it has (begins counting) six letters in it. We see the word here, too (points to the word in the sentence). I’m going to count the letters in another word to see if it is shorter or longer than “scared” just to make sure. I think I’ll count the letters in this word “lightning.” (Begins counting the letters in “lightning.”). This looks like a long word. It has nine letters in it! Three more than “scared”! That means that “lightning” is longer than “scared.” But only by a little bit!

2) TECHNIQUE: PREDICTION

Teacher: Let’s look at this page. This is the word “sad.” Do you think “sad” will be one of the shortest words on the page or one of the longest words on the page?

Child: Shortest!

Teacher: Yep, we know that because it only has three letters in it. Lots of words have more than three letters in them.



The Way I Feel

TARGET: Print Function

★ *High Support Examples*

1) **TECHNIQUE: ELICIT ANSWER**

Teacher: Oh my. Look at this word! This word is “silly.” Look at the shapes of the letters. Squiggly, colorful, and look at the eyes! They really look silly don’t they? This word looks like what it means, doesn’t it? What is this word?

Children: Silly!

Teacher: It is silly!

2) **TECHNIQUE: MODELING**

Teacher: Why in the world is this word all thick and dark with jagged edges?

Child: It’s big!

Teacher: It is big. And the dark letters and jagged edges give us a clue to what the word is. The word is “angry.” We can tell by the way it is written!

★ *Low Support Examples*

1) **TECHNIQUE: RELATE TO CHILD’S EXPERIENCE**

Teacher: Look at this boy. He looks very, very happy. And look at this word. It looks like it’s jumping up and down too. And it’s all swirly and colorful. How do you feel when you feel swirly and colorful?

Children: (Work through answers of happy, surprised, until they get to excited—with or without teacher’s support.)

Teacher: Yes! When you look at the word “excited” like it is written here, you think of being excited!

2) **TECHNIQUE: PREDICTIONS**

Teacher: How do you think this boy feels? Does the way this word is written make you think of how he feels?

Children: (Work through answers of happy, surprised, until they get to excited—with or without teacher’s support.)

Teacher: I think he is excited too. I think he’s more than happy since the letters in the word “excited” seem to be jumping off the page!



Spot Bakes a Cake

TARGET: Metalinguistic Concept of Letter

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: Take a look at this page. This sentence reads “Now we can make the cake.” I see the letter *a* many times (points to the words with *a* in them). Can someone point to all the words with the letter *a* in them?

Child: (Points to all the words.)

Teacher: (Opens flap on the page.) Surprise! Here are even more words with the letter *a* in them (points to “already” and “started”). The letter *a* sure does make a lot of words on these pages!

2) TECHNIQUE: CO-PARTICIPATION

Teacher: Sandy, help me point to all the words that have the letter *o* in them, okay? We’ll count while we do it and see how many there are.

★ Low Support Examples

1) TECHNIQUE: ENCOURAGEMENT

Teacher: When we read *Rumble in the Jungle* we talked about how the same letter can be seen in many different words. We’re going to do that again with *Spot Bakes a Cake*. I was so pleased how well you all did at spotting the same letter in different words. Tamika, why don’t you point to all the words with the letter *o* in them?

2) TECHNIQUE: EXPLANATION

Teacher: Can anyone point to all the words with the letter *d* in them?

Child: (Points to all the words.)

Teacher: You did that very well. All of these words have the letter *d* in them, even though they are very different words. (Reads over the words while pointing to the letter *d*.)



Spot Bakes a Cake

TARGET: Print Function

★ *High Support Examples*

1) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: We can tell Spot is saying something because we see this bubble by his mouth. He is saying "Let's bake a cake!" Yum! Who can show me where Spot is saying "Let's bake a cake!"?

Child: (Points to the speech bubble.)

Teacher: Yep, you got it. We know this is something Spot is saying.

2) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: Who is saying "Wheee!" on these pages? Is it the mother dog or is it the mouse?

Child: Mouse!

Teacher: Very good. You knew that because of the bubble right here and this line that points right to the mouse.

★ *Low Support Examples*

1) **TECHNIQUE: RELATING TO THE CHILD'S EXPERIENCE**

Teacher: How many of you remember making birthday cards for people in your family? It looks like Spot is doing the same thing for his Dad. Can someone point to what Spot has written on the card for this Dad?

2) **TECHNIQUE: EXPLANATION**

Teacher: Who can point to the words that Spot is saying? This is a tricky one since there is no bubble to help you.

Child: (Points to the larger text on top of the page.)

Teacher: This is a tricky one. You pointed to a question the father dog is asking. He is asking, "Did you make the cake, Spot?" And then he says, "It's delicious!" We know what Spot is saying because the words are closest to him. Spot is saying, "Thanks, Dad. Mom helped a little." See how close these words are to where Spot is on the page? That's how we know they are for him.



We're Going on a Bear Hunt

TARGET: Upper-Case vs. Lower-Case Letters

★ High Support Examples

1) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: It looks like the family has to go through long grass to get where they're going! Let's read the bottom of this page, "Oh no! We've got to go through it!" Which is the upper-case *O*, this one or this one (points to the letter *O* in both "Oh" and in "no").

Child: (Points at the *O* in "Oh.")

Teacher: Exactly. Upper-case means we look for the big letter, like the big *O* in "Oh."

2) TECHNIQUE: CO-PARTICIPATION

Teacher: Okay now. I'm going to point to the upper-case *T* in "Tiptoe" (points to letter) and to the lower-case *t* in "Tiptoe" (points to letter). When I point, you call out upper-case or lower-case.

★ Low Support Examples

1) TECHNIQUE: ENCOURAGEMENT

Teacher: Let's look at this sentence. It says, "Back through the river! Splash splosh! Splash splosh! Splash splosh!" Those are silly words, aren't they? I'll bet Lauren can show us the upper-case *S*'s in this sentence.

2) TECHNIQUE: EXPLANATION

Teacher: Tonya, can you show me where the upper-case *B* is in this sentence? It says, "Back upstairs."

Tonya: It's here (points to *B*).

Teacher: Very good. Look at the upper-case *B* and now look at this *b* (points to "bedroom"). It's different isn't it? One is a big *B*, the other is the little *b*. They have different shapes.



We're Going on a Bear Hunt

TARGET: Page Order

★ *High Support Examples*

1) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: I am going to turn the pages this way (shows how pages turn from left to right) so that I understand what is happening. Now you show me which way we turn the pages so that we can read this story.

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Jamal, why don't you come up here and turn the pages of *We're Going on a Bear Hunt* while I read it to everyone. I'll help you.

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Laura, you helped me turn the pages of the story we read last week. I think you are ready to do this all by yourself. Why don't you come up and hold the book and turn the pages while I read it?

2) **TECHNIQUE: PREDICTION**

Teacher: Here I am on the first page of the story. If I want to sneak to the end of the book to see the last page, which way do I turn the pages?

Child: This way to peek (turns pages to the end to the end of the book).

Teacher: Now I can sneak a peek at the last page of the story!



Dear Mr. Blueberry

TARGET: Title of Book

★ High Support Examples

1) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: Today we are going to read this book. We find the title of the book on the cover. Which one do you think is the title? This (points to title) or this (points to picture in right corner)?

Child: (Points to the title.)

Teacher: Good job! Yes, that is the title and it tells us the name of the book *Dear Mr. Blueberry*.

2) TECHNIQUE: ELICITING THE ANSWER

Teacher: Today we are going to read *Dear Mr. Blueberry*. The title is right here (points to title) on the cover. Who can show me where the title is?

Child: Is this part of the title (points to author's name)?

Teacher: That is a little confusing since it is so close to the title. The title is here, it is *Dear Mr. Blueberry*. You pointed to the author's name. Remember we talked about the author before? The author of this book is Simon James. It says it here. It is in a different place than the title.

★ Low Support Examples

1) TECHNIQUE: ENCOURAGEMENT

Teacher: We are going to read this book called *Dear Mr. Blueberry*. We've done a lot of reading since we started school and I think someone can come up here and point to the title for us. LaTisha, come on up and show us where the title is.

2) TECHNIQUE: EXPLANATION

Teacher: Can anyone point to the title of the book for us?

Child: (Points to title.)

Teacher: Excellent! And that was a little tricky since the author's name (points to it) is right below the title. But we can tell it's the title since these letters look like someone wrote them, like you would on a letter. And they are bigger too, so that we notice them easily. The author's name is a little bit smaller. Good job.



Dear Mr. Blueberry

TARGET: Print Function

★ High Support Examples

1) TECHNIQUE: MODELING THE ANSWER

Teacher: The cover of this book looks like something the mailman might deliver to us. These words look like somebody actually did write them on the cover. Can anyone tell me what the cover of this book looks like? Does it remind you of something you get in the mail?

Child: I get presents!

Teacher: I love to get presents in the mail too. And with your presents you probably also get a...letter! See how this looks like the stamp, and this looks like someone's handwriting. And here we see where the letter is from. The post office puts this kind of stamp on all letters and packages. This cover looks like a letter or a package.

2) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: When somebody writes "Dear Caroline," or "Dear Zachary," or "Dear Mr. Blueberry," the title of our book, what are they going to write to Caroline, Zachary, or Mr. Blueberry? Are they going to write a shopping list like the ones you write at the home center or does it sound like they are going to write a letter?

Children: Letter!

Teacher: Exactly. The way the title of the book is written, it looks like we'll be reading letters to Mr. Blueberry.

★ Low Support Examples

1) TECHNIQUE: EXPLANATION

Teacher: Let's take a look at the first page of our story. Can anyone tell me what this looks like (traces finger over the lines of the letter)? It looks like someone signed the bottom of it.

Child: It's a letter!

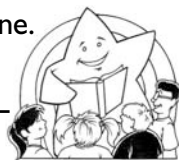
Teacher: It does look like a letter. It begins with "Dear Mr. Blueberry" and Emily has signed the letter "Love, Emily." That's how you would sign a note to someone in your family, isn't it?

2) TECHNIQUE: RELATING TO CHILD'S EXPERIENCE

Teacher: Many of you have probably gotten letters in the mail. How can we tell this is a letter?

Child: Someone put their name on it (points to signature).

Teacher: Yep, that is exactly how we can tell this is a letter. Mr. Blueberry signed this one.



Growing Vegetable Soup

TARGET: Top and Bottom of Page

★ *High Support Examples*

1) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Let's all point together to the top of the page.

Children: (Point with the teacher.)

Teacher: This is the top of the page (points again). Now, let's all point to the bottom of the same page.

2) **TECHNIQUE: MODELING THE ANSWER**

Teacher: I would like to start reading at the very top of this page. I am going to start reading right here (points to first words on page, and tracks print from left to right).

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: We've talked about how to find the top of a page and the bottom of a page. Everyone did a wonderful job showing me how to find them. Who can show me the bottom of this page?

2) **TECHNIQUE: EXPLANATION**

Teacher: Let's take a look at this page. Where are the words on this page?

Child: At the top.

Teacher: You're right! The biggest words we see are at the top of the page. I do see words at the bottom, too, but these words are smaller. When we are reading, we need to look at the top of the page and at the bottom of the page for letters and words.



Growing Vegetable Soup

TARGET: Short Words vs. Long Words

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: Let's look at these two words. Just by looking at them I can tell which word is longer than the other word. The word "the" is a word we see all the time. It is a short word with only three letters in it. The word "package" is a long word. It has seven letters in it. Who can tell me which word is the short word?

Child: "The!"

Teacher: Exactly. The word "the" is much shorter than the word "package."

2) TECHNIQUE: CO-PARTICIPATION

Teacher: These three words look shorter than the word "sprouts," don't they? Let's count the letters in the shorter words (begins counting.) Now let's count the letters in "sprouts" (begins counting). Seven letters in "sprouts," and only three letters in each of these words.

★ Low Support Examples

1) TECHNIQUE: EXPLANATION

Teacher: Without counting the letters in these words, who can tell me which word is the longest?

Child: (Points to "vegetable.")

Teacher: That's right. "Vegetable" is very long compared to the other words on this page. The words "to" and "for" and "us" we see a lot when we read. They are short words.

2) TECHNIQUE: ENCOURAGEMENT

Teacher: Tammy, you've been working very hard on your reading, so I think you'll be able to point out the shortest word on this page, and the longest word on this page.



Froggy Gets Dressed

TARGET: Names of Letters

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: Look at all these words that begin with the letter z—“zoop,” “zup,” “zat,” “zwit,” and “zum.” There are so many z’s on this page! (Points again to all the z’s.) What is the name of this letter?

Children: (Call out z.)

2) TECHNIQUE: MODELING THE ANSWER

Teacher: I’ll read this page. “And flopped outside into the snow—*flop flop flop*.” Who can tell me the name of the first letter in “flop”?

Child: (Repeats the word “flop.”)

Teacher: You said the word “flop” just the right way. That is the whole word. The name of the first letter in “flop” is *f*.

★ Low Support Examples

1) TECHNIQUE: RELATING TO THE CHILD’S EXPERIENCE

Teacher: Froggy’s mother is calling to him from their house. See where it says ‘FRRROOGGY’? Frank, I think you can tell me the name of the first letter in that word since you use it every day when you write your name!

Frank: *F*!

2) TECHNIQUE: ENCOURAGEMENT

Teacher: We talked earlier about the names of the letters we see in the books we are reading. You all did such a good job at telling me the names of the letters that I pointed to. I’m going to ask you to do that again while we read this book. (Begins by pointing to the first letters in each of the words in the title.)

Children: (Participate by calling out the names.)



Froggy Gets Dressed

TARGET: Metalinguistic Concept of Reading

★ High Support Examples

1) TECHNIQUE: CO-PARTICIPATION

Teacher: Let's all put our thinking caps on and list all the things we're going to do when we read *Froggy Gets Dressed*. I'll start us off. When we read, we're going to read the cover and look at the picture and think about what the book is about. Then, we'll turn the pages (models which way) and read the words to see if we guessed correctly!

Children: (Participate in brainstorming on the activity of reading.)

2) TECHNIQUE: MODELING THE ANSWER

Teacher: Who can tell me, just by looking at the cover, what this book is about?

Child: It's snowing!

Teacher: I see snow through the window, too. Let's take another look. Who is looking out the window? I think Froggy is looking out the window at the snow, so this book might be about Froggy playing in the snow. Let's see.

★ Low Support Examples

1) TECHNIQUE: EXPLANATION

Teacher: I think we'll read this book today. The title of the book is *Froggy Gets Dressed*. What do you think would happen if we started reading right in the middle of the book? Would we really know what the story was about if we started there?

Children: No! You have to start at the beginning!

Teacher: You're right. I need to start at the beginning of the book which is where the story begins. If I don't do that, then I won't know everything about Froggy, and I won't know how he ended up in the snow without his shirt and coat!

2) TECHNIQUE: PREDICTION

Teacher: How can I find out what happens to Froggy after he goes outside in the snow? Can I put the book down, and go outside and play on the swings and still find out what happens to Froggy?

Children: No! You have to read the story.

Teacher: Exactly. If I want to find out what happens, I need to read the pages of this book, every word of it, so that I know why Froggy looks excited about the snow. Swinging on the swings isn't the same thing as reading, not at all!



I Stink!

TARGET: Metalinguistic Concept of Letter

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: Take a look at the title of this book. It says "I Stink!" And in the title I see the letter *I* here and here. (Points to both *I*'s in the title.) Can anyone show me where the letter *I* is in both words?

Child: (Points to the letters and then to the exclamation point.)

Teacher: You are right on the first two, but the last one is an exclamation point. That is not a letter. This is the letter *I* and this is the letter *I*.

2) TECHNIQUE: CO-PARTICIPATION

Teacher: Who can point with me to all the letter *I*'s on this page?

Children: (Begin pointing with the teacher.)

★ Low Support Examples

1) TECHNIQUE: EXPLANATION

Teacher: Who can show me how many times the letter *I* is on this page?

Child: (Points to the *I*'s in the title.)

Teacher: Excellent! The letter *I* works to make both the words 'I' and 'Stink.' It works very hard, like all the letters in the alphabet. I even see one more *I* on the cover. Hmmm, this is tricky. Can anyone else find it? (Wait to see if children find the *I* in "Scholastic." Point it out for fun if they don't find it.)

2) TECHNIQUE: ENCOURAGEMENT

Teacher: I think you all can show me where all of the *I*'s are on this page. Remember we did this before for *Spot Bakes a Cake* and for *Rumble in the Jungle*?

Children: (Begin pointing to the *I*'s.)



I Stink!

TARGET: Page Order

★ High Support Examples

1) TECHNIQUE: MODELING THE ANSWER

Teacher: (Turns to the title page of *I Stink!*.) I am now looking at this page, and I want to begin reading. Which page should I go to next?

Child: (Turns back to the cover.)

Teacher: (Turns from cover to title page.) If I am on this page and I want to start reading, I go this way to the next page to see if that is where the story starts.

2) TECHNIQUE: REDUCE ALTERNATIVE/GIVE CHOICES

Teacher: Okay now. I've read this page (first page of story), and now I want to keep reading. Which way should I turn the page, this way (next page of story) or this way (back a page)?

Child: Turn to the next page!

Teacher: Exactly! That is how we read the story.

★ Low Support Examples

1) TECHNIQUE: PREDICTION

Teacher: Hmmm, I'm on the last page of this funny story. Which page am I on?

Child: (Turns pages to the last page of text.)

Teacher: Yep, if I'm all done reading the story, I am on this page.

2) TECHNIQUE: ENCOURAGEMENT

Teacher: Philip, I saw you reading your book and you were turning the pages just the right way. Can you show me how to turn the pages of this book so we can read it together?

Philip: (Begins helping the teacher turn the pages.)



Animal Action ABC

TARGET: Letters vs. Words

★ *High Support Examples*

1) **TECHNIQUE: MODELING THE ANSWER**

Teacher: We see the letter *E* on this page. *E* is for “elephant.”

Child: And “egg!”

Teacher: You’re right! *E* is in the words “egg” and “elephant.”

2) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: *D* is in the word “drink.” Let’s find the word “drink” on this page.

Teacher: Yes! This is the word “drink” and *D* is in the word “drink.”

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Who knows what this letter is? Marika, I bet you know!

2) **TECHNIQUE: PREDICTION**

Teacher: What letters do you think we’ll see in this book?

Child: ABC! It’s on the front of the book!

Teacher: Let’s see! I see lots of different letters in this book. I bet we’ll see all different letters!



Animal Action ABC

TARGET: Names of Letters

★ High Support Examples

1) TECHNIQUE: CO-PARTICIPATION

Child: It looks like a line! (Points to the J.)

Teacher: It does look like a line. That's a J. Let's all make a J together with our fingers. Watch me!

2) TECHNIQUE: MODELING THE ANSWER

Teacher: This is the letter A (points to the A). And this is the letter B (points to B). Who can show me where the A is?

Child: (Points to picture of the whale's tail.)

Teacher: That is a picture of the whale's tail. This is the letter A.

★ Low Support Examples

1) TECHNIQUE: ENCOURAGEMENT

Teacher: What letter does Angel's name start with, can you tell me?

Children: A!

Teacher: That's right. Angel's name starts with the letter A. Since you know that, I think you can show me where the A is on this page.

2) TECHNIQUE: EXPLANATION

Teacher: Let's all stretch our arms out just like this cheetah in the picture. What are we doing with our arms?

Children: Stretching!

Teacher: Listen to the word "stretch." What letter does "sssssssstretch" start with?

Children: S!

Teacher: Very good. Yes, this is the letter S in the word "stretch." It is the first letter in the word.



My Backpack

TARGET: Upper-Case vs. Lower-Case Letters

★ *High Support Examples*

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: Each of these sentences starts with an upper-case letter (points to the first word in each sentence.) See, this is an upper-case *D* in the word “Dad.” And here we have two upper-case *I*’s in “I” and “I’ll.” The last upper-case letter we see is the *H* in “His.” We call these letters upper-case. Who can tell me what kind of letters these are?

Child: Big letters!

Teacher: They are bigger than the other letters and they are at the beginning of each sentence. They are upper-case letters

2) TECHNIQUE: MODELING THE ANSWER

Teacher: The first letter *M* in “Mom” looks a little different than the last letter *m* in “Mom,” doesn’t it? Who can point to the upper-case letter *M* in “Mom”?

Child: (Points to the lower-case *m*.)

Teacher: You’ve pointed to the lower-case *m*. It’s smaller and looks a bit different than this one (points to the lower-case *m*). This is the big upper-case *M*.

★ *Low Support Examples*

1) TECHNIQUE: RELATING TO THE CHILD’S EXPERIENCE

Teacher: We’ve spent some time talking about two different kinds of letters—upper-case and lower-case letters, and we’ve worked on figuring out which is which. Before we start reading this page, who can point to the upper-case letter *S* on this page?

Child: (Points correctly to *S* in “She.”)

Teacher: That’s right. That’s an upper-case *S*. Now who can point to the lower-case *m*?

Child: (Spends time finding all the lower-case *m*’s on the page.)

2) TECHNIQUE: ENCOURAGEMENT

Teacher: Tarijea, you were writing a letter to your Dad yesterday and you wrote an upper-case *D* in “Dear” and another upper-case *D* in “Dad.” Can you show me the upper-case *D* on this page. I’m sure you know it.



My Backpack

TARGET: Concept of Word in Print

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: We're going to read this story called *My Backpack*. Before we do, let's take a look through it. All of these pages have words on them (selects a page and points to a few words on the page). Who can point to three different words for me?

Child: (Points at three words.)

Teacher: Right! Each of these is a word in the story.

2) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: I'm looking for a word on this page. Is this a word (points to a word) or is this a word (points to one of the items in the backpack)?

Child: That's not a word. The boy put that in there!

Teacher: He did put that in his backpack. It's a picture, not a word. This is the word.

★ Low Support Examples

1) TECHNIQUE: EXPLANATION

Teacher: I see an awful lot of words on this page. And I see one word all by itself. Can anyone point to that word for me?

Child: (Points to "meow.")

Teacher: You got it! And that was a hard one. The word "meow" is way down here and it's in different colors, but it is still a word!

2) TECHNIQUE: ENCOURAGEMENT

Teacher: Who can find the word on this page? Marcus, I see you looking right at it. Can you show me?



Baghead

TARGET: Short Words vs. Long Words

★ *High Support Examples*

1) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: Let's see. Which word is longer—"breakfast" or "bag"?

Child: "Bag!"

Teacher: Exactly. There are only three letters in "bag" and "breakfast" has many more.

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Let's look at all the words on this page and find the longest one...Here it is, this one!
Let's all point together.

★ *Low Support Examples*

1) **TECHNIQUE: PREDICTION**

Teacher: Who thinks that the word "Thursday" is the longest word on this page? Raise your hands.

Children: (Many raise their hands.)

Teacher: Okay, let's find out by counting the number of letters in each word and we'll find out.

2) **TECHNIQUE: EXPLANATION**

Teacher: Let's look at this sentence "A very big, brown, bag idea." Who can point to the shortest word in this sentence?

Child: (Points to "A.")

Teacher: Good job! A is a very, very short word, it only has one letter!



Baghead

TARGET: Print Direction

★ *High Support Examples*

1) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: When we start reading this book, will we read this way (runs finger right to left over print) or this way (runs finger left to right over print)?

Child: This way (runs finger left to right.)

Teacher: Yes! It would be silly if we tried to read the other way. We wouldn't know what the story said!

2) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: When we read a story, which way should we read?

Child: Like this (draws finger from left to right).

Teacher: That is exactly right!

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: We have spent a lot of time reading storybooks. I think you all know which way we read the words in storybooks. Use your finger to show me which way we read (models finger moving left to right).

2) **TECHNIQUE: EXPLANATION**

Teacher: When we read, do we read the words like this (zig-zags finger across the page)?

Children: No!

Teacher: Right, you knew that. We read each line this way (runs finger over print left to right).



A Color of His Own

TARGET: Top and Bottom of Page

★ *High Support Examples*

1) **TECHNIQUE: CO-PARTICIPATION**

Teacher: We've talked before about the top of the page and the bottom of the page (points to both). Let's go around the circle, I'll point to the top or the bottom, and when it's your turn I want you to tell me "top" or "bottom." Let's start with Jake.

2) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: Is this the top of the page (points to the right side) or is this the top of the page?

Children: (Point to the top.)

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Maurie, you've been doing so much reading. I bet you can tell me which is the top of the page and which is the bottom of the page, can't you? We've talked about this before. Please come up and show me.

2) **TECHNIQUE: EXPLANATION**

Teacher: Who can show me where the bottom of the page is?

Child: (Points to bottom.)

Teacher: You got it! This is the bottom, and this is the top.



A Color of His Own

TARGET: Metalinguistic Concept of Reading

★ *High Support Examples*

1) TECHNIQUE: CO-PARTICIPATION

Teacher: We have read so many stories together this year. Think about the times we've read books together. What are some of the things we do when we read? I'll start. When we read, we pick up the book and look at the title (points to title). This will tell us what the book is about. Now someone else tell me what we do when we read.

2) TECHNIQUE: MODELING THE ANSWER

Teacher: The chameleon is green now (points to chameleon on the green leaf). Oh, but look here (points of next page). The leaf turned yellow, and so did the chameleon. It seems like he doesn't have a color of his own at all, just like the book said. I'll need to keep reading to find out what happens to his color. James, what do I need to do to find out what happens to the little chameleon's color?

James: Keep looking at the book!

Teacher: Exactly. We'll keep reading the book to find out more about the chameleon's color.

★ *Low Support Examples*

1) TECHNIQUE: PREDICTION

Teacher: How many of you think this book is about a duck?

Children: (Some raise hands.)

Teacher: How many of you think this book is about an animal called a chameleon?

Children: (Some raise hands.)

Teacher: Hmm, we're not sure. How will we find out?

Children: Read the story!

2) TECHNIQUE: ENCOURAGEMENT

Teacher: After reading all these storybooks together, I'll bet we can go around the room and you can each tell me something we do, or something we learn, from reading.



To Market, To Market

TARGET: Word Identification

★ *High Support Examples*

1) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: This word says “pig.” Who can tell me what this word is?

Child: Pig!

Teacher: You are exactly right. This pink word says pig.

2) **TECHNIQUE: MODELING THE ANSWER**

Teacher: I’m looking for the word “cow” on this page. Where can I find “cow”? I’ll start reading and tell you when I come to it (reads sentence aloud). Ah! Here it is, this word says “cow!”

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: Who knows what this word is (point to “market”)?

Child: “Market!”

Teacher: Excellent! Yes, this word says “market.” You knew that since we read it in the title and we knew she was going to buy food at the market.

2) **TECHNIQUE: PREDICTION**

Teacher: This book is called “*To Market, To Market.*” Hmm, who can tell me what words we might find in this book if it is about going to the grocery store? Give me some words, and then we’ll see if we can find them as we read.



To Market, To Market

TARGET: Print Direction

★ High Support Examples

1) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: Should I start to read here (points to “zoo”) or should I start to read here (points to “The”)?

Child: Start up there (pointing to “The”).

Teacher: Exactly right, that is right where I’ll start reading.

2) TECHNIQUE: ELICITING THE ANSWER

Teacher: When we read, we start on the left side (points to left side) and we go this way (gesturing with finger across sentence). Who can point to where we start reading on this page? Come on up Michael, and show us.

Child: (Points to the left side of page.)

Teacher: Yes. Good. We start right here (pointing again to left side of page).

★ Low Support Examples

1) TECHNIQUE: ENCOURAGEMENT

Teacher: We’ve talked a lot lately about the way we read the words on the page of a book. I think you can show me which way to read. Which way do I read, this way or this way (running finger over sentence from left to right and then from right to left)?

2) TECHNIQUE: PREDICTION

Teacher: If I started reading here and went this way (points to end of sentence and tracks right to left), would I know what this sentence said?

Child: No! You can’t read that way, the words have to go this way (points left to right).

Teacher: I better read your way so I know what the page says!



Hey, Little Ant

TARGET: Title of Book

★ *High Support Examples*

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: This is the title of the book. It tells us the name of the book. Who can tell me what a title does?

Child: It tells the name of the book!

Teacher: Yes, and the title of this book is *Hey, Little Ant*.

2) TECHNIQUE: CO-PARTICIPATION

Teacher: Cameron, please come up here and point to the title of this book with me.

★ *Low Support Examples*

1) TECHNIQUE: PREDICTION

Teacher: Where do you think we can find the title of the book?

Child: On the front of the book and on the next page.

Teacher: Absolutely, the title is on the front of the book, and then we can see it on the title page.

2) TECHNIQUE: RELATING TO THE CHILD'S EXPERIENCE

Teacher: Julio, you told us that you have this book at home and that you've read it before. Can you tell us what the title is again?



Hey, Little Ant

Target: Upper-Case vs. Lower-Case Letters

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: I see three upper-case letters (pointing to the title). There is an upper-case *H*, an upper-case *L*, and an upper-case *A* (pointing to each letter in turn). Khara, will you come up here and point to one of the upper-case letters?

Child: (Points to the letter *H*.)

Teacher: Excellent! Thank you. Can you point to the other two upper-case letters?

2) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: Is this an upper-case letter (points to the *H*) or is this an upper-case letter (points to the *t*)?

Children: (Call out that the *H* is the upper-case letter.)

Teacher: Very good. You are right, the *H* is the upper-case letter, the *t* is a lower-case letter.

★ Low Support Examples

1) TECHNIQUE: EXPLANATION

Teacher: Is this an upper-case letter or a lower-case letter (points to the *A* in “Anyone”)?

Children: (Call out that it is an upper-case letter.)

Teacher: Exactly. And we know that this *A* is an upper-case letter because of the way it looks, and because it is the start of this sentence.

2) TECHNIQUE: RELATING TO THE CHILD’S EXPERIENCE

Teacher: Brian, come on up here and point to the upper-case *B* in this sentence. That upper-case *B* will look familiar to you!



Mouse Mess

TARGET: Environmental Print

★ High Support Examples

1) TECHNIQUE: MODELING THE ANSWER

Teacher: We see lots of words on this page, like here and here. Can you show me another place on this page where we see words?

Child: Here!

Teacher: Yes, we see words on the cereal box and on the jar of jam!

2) TECHNIQUE: CO-PARTICIPATION

Teacher: Are there letters and words on that can?

Child: Yeah!

Teacher: Yes there are! Can you point to them with me?

★ Low Support Examples

1) TECHNIQUE: RELATING TO THE CHILD'S EXPERIENCE

Teacher: This cereal box says "corn flakes." What kind of cereal do you eat?

Child: Corn flakes!

Teacher: Me, too! We can see the words "corn flakes" on the cereal box.

2) TECHNIQUE: EXPLANATION

Teacher: Can you point to a word on this page?

Child: Here!

Teacher: That's right! The words on this jar say "peanut butter." That tells us this is the peanut butter jar!



Mouse Mess

TARGET: Page Order

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: This is the way I turn the page. Which way do I turn the page?

Child: This way!

Teacher: You're so smart!

2) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: Do I turn the page this way (turns the pages right to left) or this way (turns the pages left to right)?

Child: This way? (Turns the page left to right.)

Teacher: Almost, this is the way I turn the page.

★ Low Support Examples

1) TECHNIQUE: ENCOURAGEMENT

Teacher: Where do you think the top of the page is? Spencer, I know you'll know this because you knew it before!

Child: Right here?

Teacher: That's right!

2) TECHNIQUE: EXPLANATION

Teacher: Can you show me the top of the page?

Child: Here?

Teacher: That's right! The top of the page is right here and that's where we find the words to start reading!



In the Small, Small Pond

TARGET: Concept of Word in Print

★ *High Support Examples*

1) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Shannon, come on up here and point to all the words on this page with me.

2) **TECHNIQUE: MODELING THE ANSWER**

Teacher: I'm going to count all the words on this page (counts the words while pointing). Now, Demetrius, you come up and count all the words on this page.

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: We have been talking about words for a long time now. I bet you all can tell me how many words are on this page. Look carefully!

Children: (Call out the number of words.)

Teacher: Very good! I heard everyone call out "2" and that is correct!

2) **TECHNIQUE: EXPLANATION**

Teacher: Who can tell me how many words are on this page?

Child: Two!

Teacher: Yep, two words on this page. We know this since we see the words here (points to words) and the rest of the page has a picture of fish on it.



In the Small, Small Pond

TARGET: Print Direction

★ *High Support Examples*

1) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Okay, let's get ready to read this page ("herons plunge"). Cameron, please come up here with me and let's point to where we'll start reading.

2) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: This is the beginning of our story. Do I start reading here (points to "pond"), or do I start here (points to "In")?

★ *Low Support Examples*

1) **TECHNIQUE: RELATING TO THE CHILD'S EXPERIENCE**

Teacher: Tamara, you've looked at a lot of books lately. I'll bet you can show us where we should start reading. Will you come up and point to the place?

2) **TECHNIQUE: EXPLANATION**

Teacher: Where will I start reading on this page? This is a tricky one! Lakeesha, can you tell us where I'll start reading? Come up and show us.

Child: Right here (points to "wiggle")?

Teacher: Exactly right. This wasn't tricky for you. We start with "wiggle" because it is all the way over here, to the left. This word, "jiggle," starts further over. And we know we read left to right.



The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear

TARGET: Names of Letters

★ *High Support Examples*

1) **TECHNIQUE: MODELING THE ANSWER**

Teacher: This is the letter *B*. What letter is this?

Child The letter *B*.

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Andrea, come up here with me and let's point to all the letters *M*'s on this page.

Child: *(Begins pointing to the letters with the teacher's help).*

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: Mary, can you point to the letter *S* on this page?

Child: *(Points to S)*

Teacher: That's right! The word **STRAWBERRY** starts with the letter *S*.

2) **TECHNIQUE: RELATING TO THE CHILD'S EXPERIENCE**

Teacher: What letter is this? David knows because his name starts with this letter.

Child: *D!*

STAR: Sit Together and Read

The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear

TARGET: Metalinguistic Concepts of Reading

★ *High Support Examples*

3) TECHNIQUE: MODELING THE ANSWER

Teacher: Who can tell me, just by looking at the cover, what this book is about?

Child: A mouse is looking at a strawberry.

Teacher: I see a mouse looking at a strawberry. I think the mouse might be thinking about picking the strawberry, too! Let's read and find out.

4) TECHNIQUE: CO-PARTICIPATION

Teacher: Let's put on our thinking caps and list the things we are going to do when we read this book, the *Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear*. I will start: When we read, we read the cover...And look at the pictures...Then we turn the pages (*model*)...And think about what the book is going to be about...Then we read the words to see if we guessed correctly!

★ *Low Support Examples*

3) TECHNIQUE: EXPLANATION

Teacher: I think we will read this book today. What would happen if we started reading in the middle of the book? Would we know what the story is about if we started there?

Child: You have to start at the beginning.

Teacher: You are right. I need to start in the beginning of the book, which is where the story begins. If I don't, I won't know everything about the mouse, and if he is going to pick that strawberry!

4) TECHNIQUE: PREDICTION

Teacher: How can I find out what happens to the mouse when he picks the strawberry? Can I put the book down and go out to play?

Children: You have to read the book.

Teacher: Exactly. If I want to find out what happens, I have to read all the pages in the book.

STAR: Sit Together and Read

When Sophie Gets Angry – Really, Really Angry

TARGET: Letter vs. Words

★ *High Support Examples*

1) **TECHNIQUE: ELICITING THE ANSWER**

Teacher: This book is called *When Sophie Gets Angry*. This word says "Sophie". (points to the word). Look at the letters in this word "Sophie" (Spells out the word letter- by- letter). I see a "S" in the word Sophie. Can someone show us "S"?

Child: (Points to the letter)

Teacher: Now can you point to the whole word "Sophie"?

2) **TECHNIQUE: Modeling the answer**

Teacher: I am going to look for a word on this page. Hmm, this is a word and this is a word, (points to "volcano" and points to "explode", but this is not a word. (points to V in volcano) This is the letter V. Katie, can you come up and point to the words on this page?

★ *Low Support Examples*

1) **TECHNIQUE: ENCOURAGEMENT**

Teacher: This is the word "SMASH". Megan, you showed us the letters that make up the word "SMASH" yesterday. Come up and show us again.

2) **TECHNIQUE: EXPLANATION**

Teacher: Is this a word or is this a letter? (points to the word "HOME")

Children: (Call out "word"!)

Teacher: Exactly. This is a word. This (points to the letter H) is a letter, and it helps make the word "home".

STAR: Sit Together and Read

When Sophie Gets Angry – Really, Really Angry

TARGET: Print Function

★ *High Support Examples*

1) **TECHNIQUE: Co-Participation**

Teacher: Okay, this word says “roar”! It tells us what sound Sophie made. Say the word with me when I point to it.

2) **TECHNIQUE: Eliciting the answer**

Teacher: This word says “smash”. Smash is the sound that is made when something breaks. We can use the word to talk about the sound things make. What can we use words for?

Children: Noises!

★ *Low Support Examples*

1) **TECHNIQUE: PREDICTION**

Teacher: This book is called *When Sophie Gets Angry-Really, Really Angry...* It’s about how a girl feels when she gets mad. What words do you think might be in this book?

Children: Words about being mad.

Teacher: What word do you think we’ll see when she comes back to her mom and dad?

2) **TECHNIQUE: ENCOURAGEMENT**

Teacher: Take a look at these words on this page. Sophie is not angry anymore. What words do you think might be on this page?

STAR: Sit Together and Read

How to Speak Moo!

TARGET: Title of Book

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: The title of this book is *How To Speak Moo!* It tells us the name of the book. Who can tell me what the title does?

Child: Tells us the name of the book.

2) TECHNIQUE: MODELING THE ANSWER

Teacher: I'm going to look for the title of this book. And I know I'm going to find it on the front. Here it is, *How To Speak Moo!* Who can tell me where I can find the title of a book?

Children: On the front!

★ Low Support

1) TECHNIQUE: ENCOURAGEMENT

Teacher: We've talked a lot about the titles of books and what they do. Tell me again what the title does for us?

2) TECHNIQUE: EXPLANATION

Teacher: Marcus, can you tell us what the title does?

Child: It tells us what we're going to read.

Teacher: Exactly. The title is on the front of the book, so we know what the book will be about.



How to Speak Moo!

TARGET: Word Identification

★ High Support Examples

1) TECHNIQUE: CO-PARTICIPATION

Teacher: This word says “Moo” (points to word in title). Say “Moo” with me just like a cow would!

2) TECHNIQUE: ELICITING THE ANSWER

Teacher: This word is “Soft.” That means the cow’s moo will be very quiet, like when we use our library voices. What does this word say? Whisper!

Children: Soft!

★ Low Support Examples

1) TECHNIQUE: PREDICTION

Teacher: Look at the cover of this book. It looks like it’s going to be about some cows. What word do you think we might find in this book?

Children: Cow! Moo!

Teacher: I bet we find both of those words in this story. Who can point to the word “moo” in the title?

2) TECHNIQUE: RELATING TO THE CHILD’S EXPERIENCE

Teacher: Walter, this is your favorite book, and I know you’ve read it before. Can you point to the word “cow” on this page for us?



Kindergarten Rocks

TARGET: Author

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: The author of the book *Kindergarten Rocks* is Katie Davis. She wrote the book we're going to read. Can anyone tell me what the author does?

Child: Wrote the book!

Teacher: Yep, and now we'll read it!

2) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: The author of this book is Katie Davis. Does an author drive a fire truck or does an author write books?

Children: Write books!

★ Low Support Examples

1) TECHNIQUE: ENCOURAGEMENT

Teacher: Tom, you asked me the author's name and we talked about it. Do you remember what an author does?

Child: She writes the story.

Teacher: That's right!

2) TECHNIQUE: EXPLANATION

Teacher: Who can tell me what the author does?

Child: Writes the book!

Teacher: Yep, an author writes the book. And this time, the author of our book also drew all the pictures. It says so right here (points to the cover and reads "Written and Illustrated by Katie Davis"). She was very busy *because* she was the author *and* the illustrator!



Kindergarten Rocks

TARGET: Environmental Print

★ *High Support Examples*

1) **TECHNIQUE: MODELING THE ANSWER**

Teacher: Wow, I see words in bubbles on this page. Look, here and here (points to the bubbles). Dexter's sister is saying "It's next week Dexter!" Now how do I know that Dexter's sister is talking? I can tell she is talking since the words are right here, real close to her head. Ricardo, can you come up and point to the words that Dexter's sister is saying?

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Andrea, come up here with me and let's point to all the places on this page where we see words. There sure are a lot of them.

Child: (Begins pointing with the teacher to "September," "Sunday").

★ *Low Support Examples*

1) **TECHNIQUE: EXPLANATION**

Teacher: Lucy, will you show me where one of the children is talking on this page?

Child: (Points to "Oh no").

Teacher: That's right. Dexter says "Oh no" because he spills his milk. Is that something you all would say if that happened to you?

2) **TECHNIQUE: RELATING TO THE CHILD'S EXPERIENCE**

Teacher: I see words on this page. Mary, do you see words on this page? I bet you recognize them since we see these words at our school all the time.



The Recess Queen

TARGET: Short Words vs. Long Words

★ High Support Examples

1) TECHNIQUE: ELICITING THE ANSWER

Teacher: Let's take a look at the words on this page. This word "scared" is much longer than this word "if;" isn't it? To make sure, I'm going to count the letters in each one (counts the letters in each word). Who can tell me which word is longer, "scared" or "if"?

Child: If!

Teacher: Yep, "if" is a short word, and "scared" is a long word

2) TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES

Teacher: Which word is longer, "popcorn" or "tea" (points to each word)?

Children: Popcorn!

★ Low Support Examples

1) TECHNIQUE: EXPLANATION

Teacher: Who can point to a very long word on this page?

Child: (Points to "lollapalooshed.")

Teacher: Yes! That is a very long word. It looks long compared to the rest of the words, and it has 14 letters in it (pointing and counting to each letter)!

2) TECHNIQUE: ENCOURAGEMENT

Teacher: The title of this book is *The Recess Queen*. We've been talking about words and how some words are long and some words are short. Annie, can you point to the really short word in the title?



The Recess Queen

TARGET: Author

★ High Support Examples

1) TECHNIQUE: CO-PARTICIPATION

Teacher: We know that the author is the person who writes the book that we are going to read. Tell me again, all together with me, what the author does!

2) TECHNIQUE: ELICITING THE ANSWER

Teacher: Our book today is called *The Recess Queen*. Our author's name is Alexis O'Neill (points to the name). That means she wrote the book. What does an author do again?

Children: Writes the book!

★ Low Support Examples

1) TECHNIQUE: EXPLANATION

Teacher: Peter, come up and point to the name of the author of our book.

Child: (Points to both names.)

Teacher: Exactly, those are the people who worked on this book. But, one of them wrote it, while the other one drew the pictures. Let's find out by looking at the back. This is a tricky one!

2) TECHNIQUE: ENCOURAGEMENT

Teacher: Michele, tell us what the author of a book does? You got this right last time!



Miss Bindergarten Gets Ready for Kindergarten

TARGET: Concept of Word in Print

★ *High Support Examples*

1) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: Is this a word (points to the picture of the blocks in the basket) or is this a word (points to the word “kindergarten”)?

Child: These are words (points to “for” and “kindergarten”).

Teacher: Yes, you’re right. Those are the words on the page. These are the pictures.

2) **TECHNIQUE: CO-PARTICIPATION**

Teacher: Anita, come up and point to all the words on this page with me. We have to look carefully since there are words where we might not expect them to be (using page that says “Now Miss Bindergarten is all ready...”)!

★ *Low Support Examples*

1) **TECHNIQUE: RELATING TO THE CHILD’S EXPERIENCE**

Teacher: There are lots of words on this page, not just at the bottom. Chris, come up and let’s see if we can find them. I think you will since we have our names on the cubbies in this classroom.

2) **TECHNIQUE: EXPLANATION**

Teacher: Tammy, come up and point to the words you can find on this page.

Child: (Points to the words at the bottom, and words found within the picture.)

Teacher: Excellent. Here we have just letters (points to alphabet strip), and here we have lots of words (points to the bins).



Miss Bindergarten Gets Ready for Kindergarten

Target: Letters vs. Words

★ *High Support Examples*

1) **TECHNIQUE: MODELING THE ANSWER**

Teacher: Look at this word “bunny.” It has five letters in it, b-u-n-n-y—bunny (points to all the letters while counting). Who can tell me what this word is?

Children: Bunny!

Teacher: And how many letters are in “bunny”?

Children: Five!

2) **TECHNIQUE: REDUCE ALTERNATIVES/GIVE CHOICES**

Teacher: Is this a word (points to “kindergarten”) or is this a word (points to the *K* in “kindergarten”)?

Children: No, that’s the word (when the teacher points back to “kindergarten”)

★ *Low Support Examples*

1) **TECHNIQUE: RELATING TO THE CHILD’S EXPERIENCE**

Teacher: Henry, come on up here and let’s take a look at this page and see if we can find the letter *H* and the word that it helps to make. I think you’ll find it pretty quickly since you know this word very well!

2) **TECHNIQUE: EXPLANATION**

Teacher: Tracey, please help us find the word “go” on this page.

Child: (Points to “go”).

Teacher: Exactly right. This is the word “go” and it is made up of two letters *g-o*

