

Parent Techniques to Promote Literacy Development

Activity Two: Point to Print and Talk about Print

Point to the words as you read each one and move your finger along with the writing. This can help children notice print on the page. When you point to print as you read they will see where you start reading, what direction you go, and that you are not just looking at the pictures.

You can also talk about print to teach children what the words mean and where they are found.

Say things like:

- Here are some big words that tell me the name of the book, “Spot’s First Walk” (Point to the words)
- These small words tell me who wrote the book. It says “Eric Hill” wrote the book (Point to “Eric Hill”)
- This word says “lost” (Or any other word)
- I’m going to start reading here and move this way (Show them)
- I’m done reading that page, I’m going to read here now (Point to the page)
- This is where the snail says “hello” (Point to word in the picture)

Suggested Book: Spot’s First Walk (Hill, 1991)



Reason for Book Choice: This book has large bold print to help children pay attention to it. It also has lift flap style that is fun for kids and print in the pictures where they are more likely to see it.

*Excerpted from *Development of Emergent Literacy in English Language Learning Children Through Parent Shared Reading* by **Tanya L. Wren**, Pathways Children Centre, Windsor, Ontario and **Genese Warr-Leeper**, University of Western Ontario, London, Ontario. Complete article and Parent Activities available on the OAFCCD Website at: www.oafccd.com.

*Warr-Leeper, G., Wren, T., & K. Washington (2006). Facilitating emergent literacy skills in English language learners: The value of team work and collaboration. *OSLA Connection Journal*, 2(2), 12-16.