Chapter 16 Study Guide

Introduction
• The two pertinent questions preschool teacher ask themselves concerning print and teaching children to write in printscript
• How ideas about the child’s development of writing (printing) skill are changing
• From where the foundations of literacy seem to develop
• The relationship between symbol making and what it means to be human
• What giving attention to children’s work prompts children to do, and how that leads to the eventual use of children’s written forms
• The two things that research with preschoolers has demonstrated
• What preschool children already know about the world of print, and how they know it
• The difference between writing as exploratory play and print awareness
• How children learn can learn the many purposes and power of print in their lives and in those of adults
• What professional practice promotes in teachers
• Why teachers must be willing to introduce, demonstrate, and discuss print’s relationship and use in daily activities
• What preschoolers who observe and interact within a print-rich environment with sensitive and responsive teachers may discover
• Why writing awareness and beginning writing attempts make more sense to children who have experienced an integrated language arts instructional approach
• How the increased focus on children’s early reading success in the United States has affected research on early writing and reading relationships, and what this research has shown
• Why educators believe that if children are given time and supportive assistance, they can crack the writing and reading code largely on their own
• The differences between the traditional, readiness, and “natural” instructional approaches

Starting from a Different Place
• The age at which some toddlers become interested in scribbling
• What early scribbling attempts entail
• How past experience may have affected a child’s literacy behaviors and language competency
• Why much of young children’s writing is considered exploratory
• The arguments for and against implicitly instructing three- and four-year-olds on how to grip a writing tool

Research in Writing Development
• The three developmentally-ordered levels identified by Ferreiro and Teberosky, and what children do at each level
• What seemingly strange questions or off-the-wall answers provided by some children can be seen as
• The questions that research has yet to answer

Young Children’s Progress
• How learning to write begins, according to Baker and Schiffer
• What sight reading is and why it is significant
• What the alphabetic principle is, and why a child’s beginning view of it is significant
• The basic processes involved in writing (printscript)
• The discoveries children are making as they move from letter/word imitation to letter/word creation
• The sequence involved in the development of print awareness
• The usual sequent in the child’s imitation of written forms

Invented Spelling (Developmental Spelling)
• What invented spelling is, and what it is eventually replaced by
• How the educational philosophy surrounding invented spelling has changed over the last two decades
• What words created through invented spelling generally look like
• The identifiable stages of invented spelling
• Why invented spelling is considered an important stage in the process of deciphering the sound-symbol system of written language
• What teachers can do when confronted with invented spelling in a child’s work
• Why parents should be informed that invented spelling efforts might not be immediately corrected

Goals of Instruction
• The goals of instruction in regard to young children’s writing, and what teachers can do to help meet these goals

Coordination
• How a child’s muscle control and coordination develop
• The types of problems that preschoolers may encounter if they are required by overeager teachers to print the letters of the alphabet

Cognitive Development
• The seven prerequisite skill areas for handwriting
• The three skills that specifically deal with child’s cognitive development

Play and Writing
• How children might engage in reading-like and writing-like activities while playing
• How their pretend play actually benefits their growth as readers and writers

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Drawing Experience
- How a child evolves from random scribbling to intentional, skilled drawing
- How experience and ability in drawing are related to interest in and ability to write

Writing and Exposure to Books
- The most common experience that promotes a child’s interest in print, and how it does so
- How a child’s view and understanding of a book changes over time
- The sequential change in child behaviors in regard to illustrations and text
- The important concepts that young children gradually understand concerning print
- Why promoting the idea that print and text are used for different purposes and that they appear in different forms, depending on their purpose, is important
- What an alphabet book is
- When a child’s first interest in alphabet letters often appears
- Recommended ideas for ways to build alphabet books into further classroom activities

Planning a Program for Print Awareness and Printing Skill
- What group instruction, if it is planned, deals with, in regard to print use
- Examples of ways in which print-related spontaneous learning takes place in the classroom
- Characteristics of the type of supportive classroom environment that allows children to design their own route to further knowledge about print
- The dangers in planning an individual or group experience involving children forming alphabet letters and practicing letter forms
- The logical progression in learning about letters
- Why it is important for children to know both uppercase and lowercase letters, and what teachers often do to help them learn both
- When and why teachers encourage children to print their own names on their artwork
- Where children are encouraged to print their names on their artwork, and why
- Montessori’s approach to early writing instruction
- What print activity planning should concentrate on
- What fluency in naming alphabet letters involves
- Common methods of teaching letter names
- Examples of alphabet-related activities, and what each involves
- Characteristics of developmentally appropriate games

Environment and Materials
- Why children’s access to drawing tools is important
- Examples of early childhood materials that help the child use and gain control of small arm and finger muscles in preparation for writing

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• What tabletop activities are and why their use should be encouraged
• Examples of materials common in print-immersion classrooms
• The recommended symbol size for preschool playroom display
• What labeling activities revolve around
• How labeling is used in the classroom
• Examples of display areas that promote literacy in the classroom
• Examples of message-sending aids that promote literacy
• Examples of teacher-made materials, games, and toys that promote literacy
• What a writing center is
• Ideal physical characteristics of a writing center
• How a writing center helps children construct new ideas about print and meaning
• The types of materials that should be included in a writing center

First School Alphabets
• The difference between printscript and D’Nealian print
• Why teachers need to be familiar with printscript
• What numerals are
• How children start using numerals

Beginning Attempts
• What children’s beginning attempts to write usually involve
• What orthographic awareness is

Planned Activities—Basic Understandings
• The basic print rules

Daily Interactions and Techniques
• The most common daily use of printscript in the classroom
• Why names are generally printed in the upper left corner of the paper
• How teachers should take dictation when transcribing a child’s words
• How the teacher should stand when printing for a child
• The minimum recommended size of letters or names when printing for a child
• How different centers may direct teachers to print examples for children
• What supportive assistance and voiced appreciation are, what they involve, and why these techniques are common to all centers

Environmental Print in Daily Life
• Ways in which teachers can make connections between print and daily classroom happenings
• Why children need to learn what print can do for them in satisfying personal needs
• The types of functional activities that teachers should look for
• The basic process involved in creating a large-sized classroom journal
Writing Table or Area
• The purpose of having a writing table or area
• Why teachers need to be in the writing area on a daily basis
• What a writing area should include
• Why it is important to support a child’s “I’ll do it my way!” approach to writing

Left-Handed Children
• When handedness occurs
• How preschool teachers notice hand preferences
• Why writing surfaces and materials should accommodate children of both hand preferences
• What teachers should do when a child shows a preference for using the left hand

Lined Paper
• Why some programs provide lined paper
• How lines can be created and used on a chalkboard

Chart Ideas
• Factors for consideration when creating charts
• Suggested ideas for charts
• What a key word chart is and how it is used
• How a color-code system works in reference to recording individual child contributions to a group-dictated chart
• What to do when making a chart

Experience Charts and Stories
• The purpose of an experience chart
• The materials used when creating an experience chart
• How an experience chart is created after an interesting activity
• Types of chart stands that can be used
• Types of letter patterns that can be used

Chart Books
• What a chart book is
• How a chart book can be made by a teacher

Generating Story Sentences
• What a story sentence activity involves
• What interactive writing is and what it involves
• How the interactive writing process works
• How a teacher who works one-on-one with a child might define scaffolded writing
• The steps involved in scaffolded writing
Parent Communication

- What a conversation with or a note to the family of a child who has asked about or started printing can include
- Other issues that may need to be addressed with families in regard to a child’s attempts at writing