

How does reading begin?

Reading begins early on. Even young children are capable of reading such environmental print as McDonald's, Coke and Cheerios. Young children begin to recognize print as a form of communication through their every day interactions with print in the world around them. The more a child is exposed to the printed language, the easier his transition to an independent reader will be.

At Roosevelt we know that many kindergarteners start school already knowing how to recognize certain printed words. We attempt to build on this knowledge by including environmental print in our lessons and activities. Further, we build on a child's natural tendency to "read" his environment by labeling the room.



We give names for objects throughout the classroom. Children who are capable of naming an object verbally now have the opportunity to see its name in print.

To help build your child's print vocabulary and to help him become more aware of words try

labeling things around your house. Label appliances in your kitchen, furniture, toys, walls and so on. Point out words

dresser



on cans, food boxes, directions in recipes and words or phrases on the television programs he watches. When out of the house, point out billboards, marquees, and signs. Grocery and department stores contain a wealth of environmental print. The point is to show your child that there are words for everything they see and that words are all around them!

