

Early Childhood Education Supplemental Resources

Trip to the Grocery Store/Environmental Print

Definition of Environmental Print

Definitions of **environmental print** on the Web:

- Print that is all around us: street signs, labels on cans or jars, handwritten notes, etc.
www.educationoasis.com/curriculum/Reading/glossary_reading_terms.htm
- print and symbols connected to daily living (eg, signs, restaurant menus, billboards, logos).
www.middleboro.k12.ma.us/ReportCardWeb/ReportCard/Glossary/GLOSSARYw.DOC
- Print and other graphic symbols, in addition to books, that are found in the physical environment, as street signs, billboards, television commercials, building signs, etc. ...
www.fcpsteach.org/docs/elemla/pops/glossary.htm

Great Ways to Extend Your Child's Understanding of Mathematics While at the Grocery Store

The major mathematical concepts your child is being introduced to while at the Grocery Store are Problem Solving skills, counting, and simple geometry with the angles that the targets fall down into each other.

To extend the learning of mathematics found in games like Target Ball attempt to change a few of the items being used. **However, it is important to remember to only change one item at a time.** This will allow your child time to think and consider what is happening and the effects caused by the change. For example:

- a. Change to a different ball. This could be from a tennis ball to a bigger ball, like a basketball. You just need change the size and/or weight of the ball. Your child should come to understand that a bigger, heavier ball would knock down the balls much easier. *This change has your child thinking about the mathematical concept of size and weight.

- b. Change the bottles to soup cans. Now it will be much harder to knock down the items with a smaller and/or lighter ball. Your child might have to roll the ball harder than before. Or maybe the bigger, heavier ball will be the only ball that works at knocking down the heavy soup cans. *This change in targets has your child thinking about the mathematical concept of weight and force.
- c. Change the distance of where your child lines up to roll the ball. Let your child roll the ball from close up to the bottles and then attempt to roll the balls from a further distance. *This change has your child working on the mathematical concept of distance.

*Please Note: Remember to only change one of the items at a time. If you change both the balls and the targets at the same time, your child will get confused and won't fully understand the reasons why the bottles, for example, were easier to knock down.

Great Ways to Extend Your Child's Understanding of Literacy While Using Environmental Print at the Grocery Store

To extend the learning of literacy at the grocery store (or other stores) have your child attempt a few specific goals. For example:

- a. Have your child look for signs or print as soon as you arrive at the grocery store. Can they notice the sign for the name of the store? Signs to where parking is permitted and restricted? Signs to where the grocery store carts are located? Any other signs they see? Read and explain what these signs mean to your child. *This is helping your child see that the pictures and words on signs have meaning.
- b. As you enter the grocery store, point out the enter/exit signs, the open/closed sign, and the push to open sign on the door. Say, "This sign says to enter the store we have to go through this door." Or say, "This sign says the store is open from 9:00 am to 9:00 pm on Mondays through Fridays." * This is helping your child see that the pictures and words on signs have meaning.
- c. Once inside the store, continue to point out all the different signs you see. Again, read and explain this the meaning of these signs to your child. Remember, you don't have to read all the signs each time you are at the store, you can pick a few to read and talk about each time you go to the store. This repetition of pointing out signs over an extended period of time will help your child learn to notice the many different signs and messages all around her each day.

- d. To start developing the literacy aspects of environmental print, begin to point out certain letters you see on the products at the store. Point out five items that have the letter "A" on the label. This does not have to be the beginning letter of the word, just so it has an "A" somewhere on the label. As you point out the letter say the sound. * This is helping your child work with their knowledge of the alphabet and letter recognition by letting your child become aware of the look and sound of each letter used.
- e. After your child has developed a beginning knowledge of the alphabet you can continue working on re-enforcing his or her knowledge by having your child look for labels that start with a certain letter. As you go through the soup aisle, you might say, "Which words on the soup cans do you see start with the letter "T" or "G"? Your child will have to look for the cans of "Tomato" soup or "Green Beans", for example. * This is helping your child work with their knowledge of the alphabet and letter recognition by letting your child become aware of the look and sound of each letter used AND by using specific letters at the start of the word your child is starting to isolate the first letter and sound of a word.
- f. To extend this even more, once your child finds the product with the certain letter on it, have her tell you another word they know that starts with the same letter (Tacos, Tiger, Teacher or Grapes, Gorilla, Girl). *This is helping your child work with their knowledge of the alphabet, letter recognition, and letter sound recognition skills.
- g. To further your child's literacy skills feel free to look for labels with short simple words on them and, depending on the developmental needs of your child, point out the beginning AND ending letters and sounds. For example, look for "BREAD" and stress the "B" sound at the beginning and the "D" sound at the end. As your child continues to develop his reading ability look for words like "PIZZA" where you can stress many sounds in the word: the "P" sound at the beginning, the "Z" sound in the middle," and the "A" sound at the end. *This is helping your child work with her knowledge of the alphabet and letter recognition by letting your child become aware of the look and sound of each letter used AND by using specific letters at the start and end of the word your child is starting to isolate the first and last letters and sounds of a word.
- h. A final suggestion is for you to find words that have rhyming sounds and have fun talking about these words. For example, when you pick out a bag of chips say, "Here is a bag of chips, what other words rhyme with chips?" Then take turns finding rhyming words to chip (dip, hip, lip, rip, sip, tip, etc.). Try this for other items you find as you shop. *This is helping your child work with his knowledge of the alphabet and letter recognition by letting your child become aware of the look and sound of each letter used AND by using specific letters at the start and end of the word your child is starting to isolate the first and last letters and sounds of a word.

- i. Writing skills

Great Ways to Extend Your Child's Understanding of Literacy While Using Environmental Print in the Home Setting

The Top 10 Reasons Why You Should Engage Your Child with Environmental Print at the Grocery Store or What Will Talking About Environmental Print at the Grocery Store Teach My Child?

1. Environmental print is a
 - a. Good
2. Environmental print teaches many social skills (Executive Function)
 - a. Listening
 - b. Verbal
 - c. Turn Taking
 - d. Following rules
3. Environmental print teaches
 - a. Cause and Effect
 - b. Patterns
4. Environmental print allows for close adult-child bonding opportunity in a fun setting
5. Environmental print allows child to be creative and problem solve
- 6.

10 Most Important Questions to Ask Your Child While at the Grocery Store

1. What are the rules we need to follow when playing Target ball?
2. Whose turn is it to go next?
3. How do you think we could play with these items?
4. I wonder how you could set these targets up so we could knock the most down?
5. Which ball do you think will knock over the most targets? Why do you think this way?
6. How many targets did you knock over?
7. You started with ten targets standing, and you knocked down three. How many are left standing?
8. What comes in the bottle you knocked down? How do you know?
9. Let's try to knock down the Root beer bottle. What letter does Root beer start with?
10. Are you still having fun playing Target ball or should we play something else?

Major Educational Concepts Discussed in the Video

1. Mathematics
2. Literacy
 - a. Oral Language Development
 - i. Labeling
 - ii. Classifying
 - iii. Vocabulary expansion
 - iv. Understanding/being understood
 - v. Concept of word
 - b. Concepts of Print
 - i. Print carries meaning
 - ii. Reading at the left and moves to the right of words
 - iii. Print matches the spoken word
 - iv. Upper and lower case letters
 - v. Capital letters
 - vi. Identify letters vs. words
 - c. Phonemic Awareness
 - i. Rhyming
 - ii. Blending
 - iii. Segmenting
 - iv. Deletion, addition, substitution
 - d. Alphabetic Knowledge
 - i. 26 letters—upper and lower case
 - ii. Sounds of letters
 - iii. Knowledge of confusing sounds
 - e. Reading Skills
 - i. Decoding
 - ii. Letters make up words
 - iii. Recognizes print
 - iv. 2+ letter sound correspondences
 - f. Writing
3. Social Skills
4. Executive Function

Other Sites and Resources

1. <http://www.sharonmacdonald.com/environmental-print.aspx>
2. http://www.hubbardscupboard.org/i_can_read.html
3. http://www.education.com/activity/article/Environmental_Print_Bingo/
4. <http://www.mrsnelsonsclass.com/teacherresources/teachingphonics/environmentalprint.aspx>
5. <http://www.readwritethink.org/classroom-resources/lesson-plans/from-stop-signs-golden-27.html>
6. <http://sharpservicesinc.com/ed-environmental-print-printables.htm>
7. <http://www.mrsjonesroom.com/teachers/environmentalprint.html>

Children are surrounded by "environmental print." It is on store signs, road signs, billboards, fast food places, boxes, wrappers, etc. Many children know their favorite cereal, candy bar and restaurant and they can recognize its logo. We can take advantage of their natural interest to learn more about letters, sounds and words by using the print they see all around them.

8. <http://maggieskindercorner.com/EnvironmentalPrint.pdf>
9. <http://www.nwt.literacy.ca/resources/famlit/howtoakit/enviro/enviro.pdf>
10. <http://www.lindaslearninglinks.com/enviroprt.htm>

Creating a Print Rich Environment

Other Daily Activities and/or Locations to Encourage Early Childhood Math and Literacy Skills

What the Experts Say

1. *The Impact of Environmental Print Instruction on Early Reading Ability*

Journal article by Patricia Kuby, Jerry Aldridge; Journal of Instructional Psychology, Vol. 31, 2004

**2. *Environmental Print in the Classroom: Meaningful Connections for Learning to Read*
Jennifer Prior and Maureen R. Gerard**

**3. *The Scaffolding of Emergent Literacy Skills in the Home Environment: A Case Study*
--Michelle M. Neumann, Michelle Hood, and David L. Neumann (2009)**

**4. *Environmental Print: Old Notions, But Revalued*
--Lynn Kirkland and Maryann Manning**

**5. *Integrating Environmental Print Across the Curriculum PreK-3: Making Literacy Instruction Meaningful*
--Lynn Kirkland, Jerry Aldridge, and Patricia Kuby**

What Parents Say

Standards Alignment