

Read *My First Day of School* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Print All Around Us** and (2) **Role of Reading**



STAR
AT HOME
WEEK 1:
*My First Day
of School*

Topic 1
Print All Around Us
Teach your child to notice words
and letters on signs, labels,
and everywhere!

Talk about this topic 1-3 times as you read the book. Here are some examples.

On the page of the book where the boy takes his first bite of cereal, you could **ask**:

There are words and letters at the bottom of this page. Can you show me words and letters somewhere else on the page? That's right! There are words and letters on the cereal box, calendar, and bread bag, just like at our home.

On the page of the book with the Safety First sign, you could **point** to the stop sign and **ask**:

*Can you read the word on this sign? That's right! It says **STOP**. You're a good reader! Do you know any letters in the word **STOP**?*

As You Read, Teach the Topics Using These Methods:

Ask questions
about print.

Comment
about print.

Point
to print.

Follow the print
with your finger.

Turn Over

Read *My First Day of School* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Print All Around Us** and (2) **Role of Reading**



STAR
AT HOME
WEEK 1:
*My First Day
of School*

Topic 2
Role of Reading

Teach your child that we read to find out what happens next, to find out what we want to know, and for fun.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the cover of the book, you could **follow** the print with your finger as you read and **ask**:

This book is called My First Day of School. Can you tell me what we're going to do with this book? That's right—we will look at the pictures, turn the pages, and read the story. Maybe we'll learn all about this boy's first day of school.

On the page of the book where the children are lined up to enter the class, you could **comment**:

Oh, I see the children are wearing nametags around their necks. That's so people can read their names and get to know them.

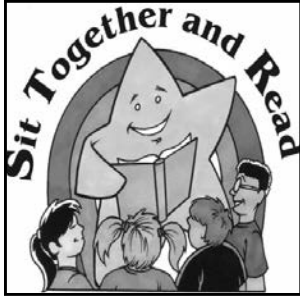
Tips to Remember:

Talk about each topic
1-3 times each time
you read the book.

The suggestions here are
only examples of how to
talk about the topics. Use
your own ideas, too.

Have fun
reading
with your child!

Read *Who's Making That Noise?* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Print Direction** and (2) **Noticing Words**



STAR
AT HOME
WEEK 2:
Who's Making
That Noise?

Topic 1
Print Direction
Teach your child that we read
from left to right.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On some pages, such as the one with the two boys standing by the soccer ball, you could **follow** the print with your finger as you read each word and **comment**:

We read the words this way.

On the page of the book where the children are looking over the fence at the animals, you could **point** and **ask**:

*Do I start reading here (point to last word on page, **you**) or here (point to first word on page, **Now**).
That's right! I start reading here.*

As You Read, Teach the Topics Using These Methods:

Ask questions
about print.

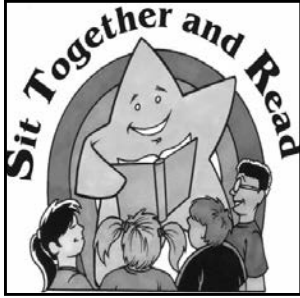
Comment
about print.

Point
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Follow the print
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Turn Over

Read *Who's Making That Noise?* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Print Direction** and (2) **Noticing Words**



STAR
AT HOME
WEEK 2:
Who's Making
That Noise?

Topic 2
Noticing Words

Encourage your child to notice words—a word is a group of letters that has a meaning.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book where the boys are sharing cookies, you could **ask**:

*What words do you think we might find on this page? Do you think we might find the word **boys**? Here it is! I found the word **boys**.*

On the page of the book where the rabbit is hitting the pot with a spade, after your child opens the flap, you could **point** and **ask**:

*Is this a word (point to picture of rabbit) or is this a word (point to **bang**)? That's right! This word tells what noise the rabbit is making with the shovel—**bang**!*

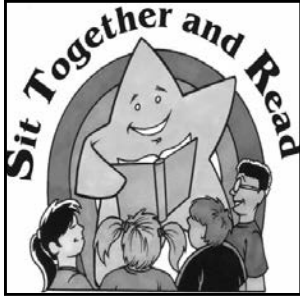
Tips to Remember:

Talk about each topic 1-3 times each time you read the book.

The suggestions here are only examples of how to talk about the topics. Use your own ideas, too.

Have fun reading with your child!

Read *I Like it When...* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Role of Author** and (2) **Role of Print**



STAR
AT HOME
WEEK 3:
I Like
it When...

Topic 1
Role of Author
Teach your child that the author is the one who writes the book.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the cover of the book, you could **point** to the name of the author and **comment**:

*These words, **Mary Murphy**, tell the name of the person who wrote the book. Mary Murphy is the author.*

On the inside cover of the book, or the author's page before the beginning, you could **comment**:

The author of this book must really like penguins. I wonder if the author has written any other books about penguins?

As You Read, Teach the Topics Using These Methods:

Ask questions about print.

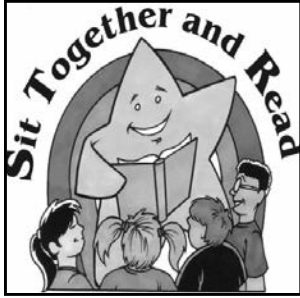
Comment about print.

Point to print.

Follow the print with your finger.

Turn Over

Read *I Like it When...* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) Role of Author and **(2) Role of Print**



STAR
AT HOME
WEEK 3:
I Like
it When...

Topic 2
Role of Print

Teach your child that the print in the book tells the story.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book where the penguin yells "BOO!", you could **ask**:

*Where is the word the little penguin says? That's right! This word—**BOO!**—is the word the penguin says.*

On the page of the book where the little penguin is being tucked in, you could **ask**:

Where are the mama penguin's words? That's right! Mama's words are right here. Mama says "Sleep tight" because those words are closest to her.

Tips to Remember:

Talk about each topic 1-3 times each time you read the book.

The suggestions here are only examples of how to talk about the topics. Use your own ideas, too.

Have fun reading with your child!

Read *The Dandelion Seed* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Uppercase vs. Lowercase Letters** and (2) **Top and Bottom of Page**



STAR
AT HOME
WEEK 4:
The Dandelion Seed

Topic 1
Uppercase vs. Lowercase Letters
Teach your child that letters come in two sizes—big and small.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of book where the autumn wind first takes the seed, you could **point** to letters and **ask**:

*Which letter is an uppercase letter? This one (point to **B**) or this one (point to a lowercase letter)? That's right, this is uppercase **B**.*

On the page of the book with the pollinating bees, you could **comment**:

*This big letter is uppercase **I**.*

As You Read, Teach the Topics Using These Methods:

Ask questions about print.

Comment about print.

Point to print.

Follow the print with your finger.

Turn Over

Read *The Dandelion Seed* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Uppercase vs. Lowercase Letters** and (2) **Top and Bottom of Page**



STAR
AT HOME
WEEK 4:
The Dandelion Seed

Topic 2
Top and Bottom of Page
Teach your child that we read from the top of the page to the bottom of the page.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book where the seed is floating over the autumn trees, you could **point** and **ask**:

Is this the top of the page (point to bottom of page) or is this the top (point to top)? That's right! This is the top of the page.

On the page of the book where the seed flowers into a dandelion, you could **follow** the print with your finger as you read and **comment**:

The top of the page is right here and that's where we find the words to start reading. Let's read here.

Tips to Remember:

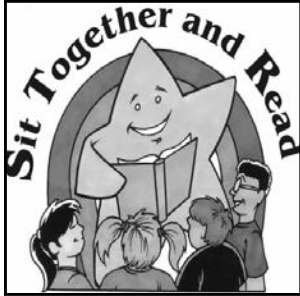
Talk about each topic 1-3 times each time you read the book.

The suggestions here are only examples of how to talk about the topics. Use your own ideas, too.

Have fun reading with your child!

Read *Down by the Cool of the Pool* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:

(1) **Title of Book** and (2) **Identifying Words**



STAR

AT HOME

WEEK 5:

***Down by the Cool
of the Pool***

Topic 1

Title of Book

Teach your child that the title is the name of the book—it gives clues to what the book is about.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the cover of the book, you could **follow** the print with your finger as you read and **comment**:

*This is the title of the book. The book's title is
Down by the Cool of the Pool.*

On the title page, you could **ask**:

*Can you find the title of the book? That's right! It is **Down by the Cool of the Pool.** What do you think this book will be about?*

As You Read, Teach the Topics Using These Methods:

Ask questions
about print.

Comment
about print.

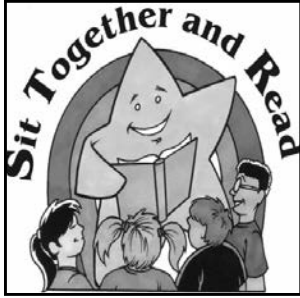
Point
to print.

Follow the print
with your finger.

Turn Over

Read *Down by the Cool of the Pool* two times during this week with your child. As you read, help your child to look at and talk about **print** by talking about these two topics:

(1) **Title of Book** and (2) **Identifying Words**



STAR

AT HOME

WEEK 5:

***Down by the Cool
of the Pool***

Topic 2

Identifying Words

Help your child recognize common words, repeated words, and words he/she can “figure out” from the pictures.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book where the frog initially asks the others to dance, you could **point** and **comment**:

*This word is **Whееееее!** Let’s point to it and say it together.*

On the page of the book where all of the animals fall in the water, you could point to the word **Splash** and **ask**:

What do you think this word says? The picture gives a clue. What sound does water make when you jump in?

*That’s right! This word is **Splash**.*

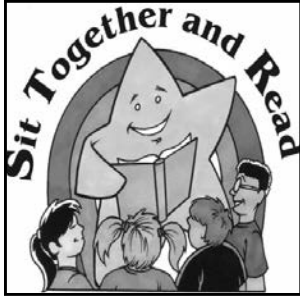
Tips to Remember:

Talk about each topic 1-3 times each time you read the book.

The suggestions here are only examples of how to talk about the topics. Use your own ideas, too.

Have fun reading with your child!

Read "More More More," Said the Baby two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Noticing Letters** and (2) **Top and Bottom of Page**



STAR

AT HOME

WEEK 6:

**"More More
More," Said
the Baby**

Topic 1

Noticing Letters

Teach your child to notice alphabet letters and to understand that letters make up words.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book with the child sitting in a blue chair, you could **point** to the letter **t** and **comment**:

*This letter is **t**. It is at the beginning of **the** and at the end of **fat**. Let's point to all the **t**'s on this page.*

On the page of the book where the grandma tastes Pumpkin's toes, you could **comment** and **ask**:

*I see an uppercase **M** on this page at the beginning of **More**.
Can you show me all the **M**'s?*

As You Read, Teach the Topics Using These Methods:

Ask questions about print.

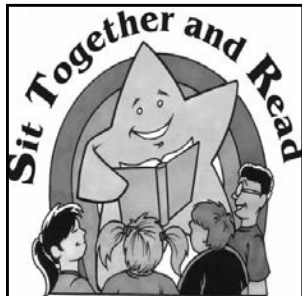
Comment about print.

Point to print.

Follow the print with your finger.

Turn Over

Read "More More More," Said the Baby two times during this week with your child. As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Noticing Letters** and (2) **Top and Bottom of Page**



STAR

AT HOME

WEEK 6:

**"More More
More," Said
the Baby**

Topic 2

Top and Bottom of Page

Teach your child that we read from the top of the page to the bottom of the page.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On some pages, such as the one where the little boy's father is swinging him around and singing to him, you could **follow** the print with your finger as you read and **comment**:

We'll start reading at the top of this page and go to the bottom.

On some pages, such as the one where Little Bird is sleeping on the sofa, and the mother is commenting on her closed eyes, you could **ask**:

Can you show me the top of this page?

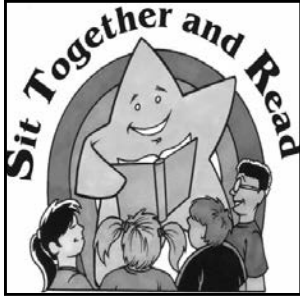
Tips to Remember:

Talk about each topic 1-3 times each time you read the book.

The suggestions here are only examples of how to talk about the topics. Use your own ideas, too.

Have fun reading with your child!

Read *Farmer Duck* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Page Order** and (2) **Names of Letters**



STAR
AT HOME
WEEK 7:
Farmer Duck

Topic 1
Page Order

Teach your child to turn the pages
in a book from front to back.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book where the duck is bringing the farmer
breakfast in bed, you could **ask**:

*Here we are on the first page of the story. Will you turn the pages
while we read? Which way do you turn the page to get to the next part
of the story?*

If you open the book to a middle page, such as the one where all of the animals are working
together on the farm, you could **ask**:

*If I open up the book to this page, will I understand what is happening
in the story? No! Where do I need to start reading?*

As You Read, Teach the Topics Using These Methods:

Ask questions
about print.

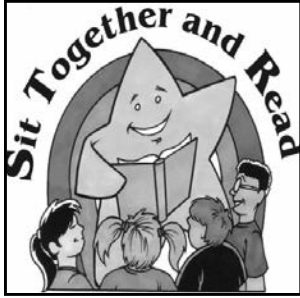
Comment
about print.

Point
to print.

Follow the print
with your finger.

Turn Over

Read *Farmer Duck* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Page Order** and (2) **Names of Letters**



STAR
AT HOME
WEEK 7:
Farmer Duck

Topic 2
Names of Letters
Teach your child the names of
alphabet letters.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the title page, you could **point** to letters
and **comment** about them.

*In the title of the book, **Farmer Duck**, I see the letter
A and the letter **D**.*

On the page of the book where the animals hold a meeting under
the moon, you could **ask**:

*Let's read this word that tells the sound the cow makes—**MOO**.
Can you name the letters in this word? That's right—**M**, **O**, and **O**.*

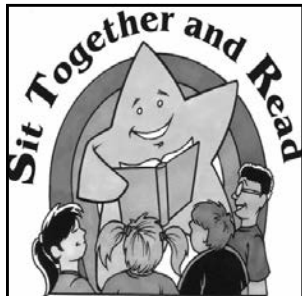
Tips to Remember:

Talk about each topic
1-3 times each time
you read the book.

The suggestions here are
only examples of how to
talk about the topics. Use
your own ideas, too.

Have fun
reading
with your child!

Read *Rumble in the Jungle* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Identifying Words** and (2) **Noticing Letters**



STAR
AT HOME
WEEK 8:
Rumble in the Jungle

Topic 1
Identifying Words
Help your child recognize common words, repeated words, and words he/she can “figure out” from the pictures.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the cover of the book, you could **ask**:

*What kinds of words do you think we will see in this book? Do you think we will see words about animals? Let’s look at some pages—oh, there’s the word **lion** and there’s the word **crocodile**. You were right!*

On the page of the book with the snake, you could **point** and **ask**:

*Is this word **snake** or **giraffe**? That’s right! We know it says “snake” because there’s a picture of a snake next to it.*

As You Read, Teach the Topics Using These Methods:

Ask questions about print.

Comment about print.

Point to print.

Follow the print with your finger.

Turn Over

Read *Rumble in the Jungle* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Identifying Words** and (2) **Noticing Letters**



STAR
AT HOME
WEEK 8:
Rumble in the Jungle

Topic 2
Noticing Letters

Teach your child to notice alphabet letters and to understand that letters make up words.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book with the buzzard and the word "Lion" printed in large, you could **point** to letters and **comment**:

*The word **lion** is made from the letters **l, i, o,** and **n.** Those letters make up the word **lion.***

On the page of the book with the hippopotamus, you could point to the letter **h** and **ask**:

*The word **hippopotamus** starts with **h.** What letter does your name start with?*

Tips to Remember:

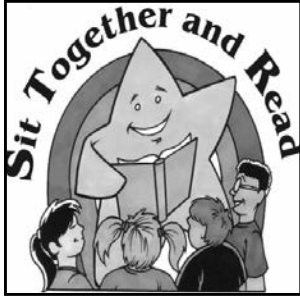
Talk about each topic 1-3 times each time you read the book.

The suggestions here are only examples of how to talk about the topics. Use your own ideas, too.

Have fun reading with your child!

Read *David Gets in Trouble* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:

(1) **Role of Author** and (2) **Letters vs. Words**



STAR
AT HOME
WEEK 9:
David Gets
in Trouble

Topic 1
Role of Author

Teach your child that the author is the one who writes the book.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the cover of the book, you could **comment**:

*Let's look at the name on the cover of this book. It is **David Shannon**.
That's the author's name. He wrote this book.*

On the title page, you could **ask**:

Can you point to the author's name? That's right! The person who wrote this book is David Shannon.

As You Read, Teach the Topics Using These Methods:

Ask questions
about print.

Comment
about print.

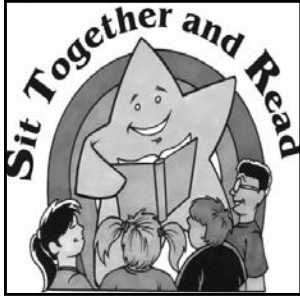
Point
to print.

Follow the print
with your finger.

Turn Over

Read *David Gets in Trouble* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:

(1) **Role of Author** and (2) **Letters vs. Words**



STAR
AT HOME
WEEK 9:
*David Gets
in Trouble*

Topic 2
Letters vs. Words
Help your child understand letters and words. Together, count words and count the letters that make up words.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book with the hungry dog, you could **point** to each word.

*This page has three words on it: **I was hungry!** Let's count the words and point to them together.*

On the page of the book where David's mother tucks him in, you could **point** to the word **love** and **comment**:

*There's the word **love**. Let's count the letters in the word **love**—1, 2, 3, 4.*

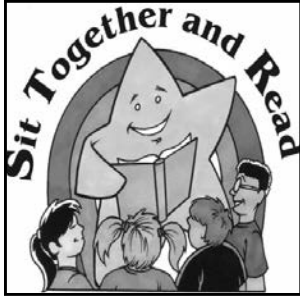
Tips to Remember:

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The suggestions here are only examples of how to talk about the topics. Use your own ideas, too.

Have fun reading with your child!

Read *The Way I Feel* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Short Words vs. Long Words** and (2) **Role of Print**



STAR
AT HOME
WEEK 10:
*The Way
I Feel*

Topic 1
Short Words vs. Long Words
Teach your child to notice short words and longer words—some short words, such as *a* and *the*, are common.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book where the boy is crying in a tree, you could **ask**:

*This word is **sad**. Do you think **sad** is a short word or a long word?
That's right! The word **sad** is a short word because
it has only three letters.*

On the page of the book where the girl is bouncing off of the walls, you could **comment**:

*This word—**excited**—has seven letters in it. That's a
pretty long word.*

As You Read, Teach the Topics Using These Methods:

Ask questions
about print.

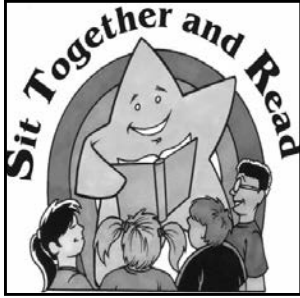
Comment
about print.

Point
to print.

Follow the print
with your finger.

Turn Over

Read *The Way I Feel* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:
(1) **Short vs. Long Words** and (2) **Role of Print**



STAR
AT HOME
WEEK 10:
*The Way
I Feel*

Topic 2
Role of Print
Teach your child that the print in the books tells the story.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the page of the book with the clown crossing her eyes, you could **comment:**

*Oh, look at this word **silly**. Look at the squiggly shapes of the letters and the funny eyes. They really look silly, don't they? This word looks like what it means.*

On the red page of the book with the angry boy, you could **ask:**

*Why is this word thick and dark with jagged letters? What do you think this word is? The word is **angry**. The way the word is written gives you a clue.*

Tips to Remember:

Talk about each topic 1-3 times each time you read the book.

The suggestions here are only examples of how to talk about the topics. Use your own ideas, too.

Have fun reading with your child!

Read *Spot Bakes a Cake* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:

(1) **Noticing Letters** and (2) **Role of Print**



STAR
AT HOME
WEEK 11:
*Spot Bakes
a Cake*

Topic 1
Noticing Letters

Teach your child to notice alphabet letters and to understand that letters make up words.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the pages of the book where Spot's mother has put the groceries on the table, you could **ask**:

*The words on these pages say "Now we can make the cake." I see the letter **e** in some of these words. Can you show me all the **e**'s?*

On the pages of the book where Spot and his mother wish Sam a happy birthday, you could **point** to each word.

I'll point to each word I read.

As You Read, Teach the Topics Using These Methods:

Ask questions
about print.

Comment
about print.

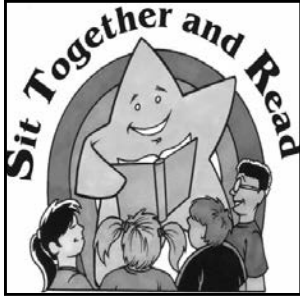
Point
to print.

Follow the print
with your finger.

Turn Over

Read *Spot Bakes a Cake* two times during this week with your child.
As you read, help your child to look at and talk about **print** by talking about these two topics:

(1) **Noticing Letters** and (2) **Role of Print**



STAR
AT HOME
WEEK 1 1:
*Spot Bakes
a Cake*

Topic 2

Role of Print

Teach your child that the print in the book tells the story.

Talk about this topic 1-3 times as you read the book.
Here are some examples.

On the pages of the book where Spot is writing his dad's birthday card, you could **comment**:

*Spot is making a card, just like you do sometimes. Spot wrote the words **Happy Birthday** on the card. When Dad reads the card, he will be so happy!*

On the page of the book where Spot mixes the batter and makes a mess, you could point to the word **Wheee** and **ask**:

*Who is saying **Wheee** on this page? Is it the mother dog or is it the mouse? Very good! You knew that because of the speech bubble and the line that points right to the mouse.*

Tips to Remember:

Talk about each topic 1-3 times each time you read the book.

The suggestions here are only examples of how to talk about the topics. Use your own ideas, too.

Have fun reading with your child!