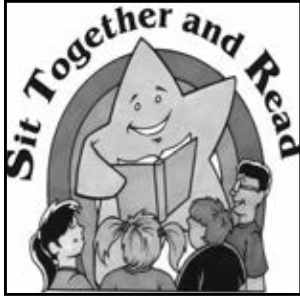


Read *We're Going on a Bear Hunt* two times during this week with your child.  
As you read, help your child to look at and talk about **print** by talking about these two topics:  
(1) **Uppercase vs. Lowercase Letters** and (2) **Page Order**



**STAR**

**AT HOME**

**WEEK 12:**

*We're Going on  
a Bear Hunt*

**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 the book where the family is walking through the river with the splashing ducks, you could **comment**:

Look at these two words: **Splash splosh!**

**Splash** starts with uppercase **S**.

**Splosh** starts with lowercase **s**.

On the page of the book where the family is tiptoeing into the cave, you could **point** to **T**.

*This is an uppercase **T**. Let's find one more uppercase **T** on this page.*

**As You Read, Teach the Topics Using These Methods:**

**Ask** questions about print.

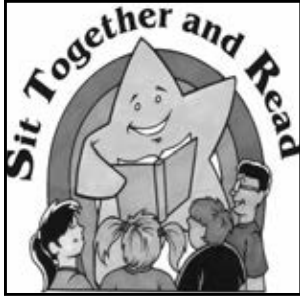
**Comment** about print.

**Point** to print.

**Follow** the print with your finger.

**Turn Over**

Read *We're Going on a Bear Hunt* 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) **Page Order**



**STAR**  
**AT HOME**  
**WEEK 12:**  
*We're Going on  
a Bear Hunt*

**Topic 2**  
**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 family is walking through the  
tall grass, you could **ask**:

*Here I am on the first page of the story. If I want to sneak  
to the end of the book to see the last page, which way  
do I turn the pages?*

On any page of the book, such as the one where the family initially comes across the river, you  
could **follow** the print with your finger as you read and **comment**:

*I start reading here and go this way. When I get here,  
it's time to turn the page.*

**Tips to Remember:**

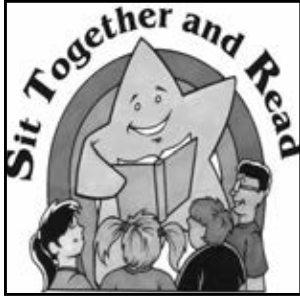
Talk about each topic  
1-3 times each time  
you read the book.

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 *Dear Mr. Blueberry* 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) **Role of Print**



**STAR**  
**AT HOME**  
**WEEK 13:**  
*Dear*  
*Mr. Blueberry*

**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 **ask**:

*Is this the title of the book (point to the picture “stamp”) or is this the title (point to title). You’re right! These words, **Dear Mr. Blueberry**, tell the name of the book.*

On the title page of the book, you could **comment**:

*I see the title of the book again here on the title page.  
Read it with me: **Dear Mr. Blueberry**.*

**As You Read, Teach the Topics Using These Methods:**

**Ask** questions  
about print.

**Comment**  
about print.

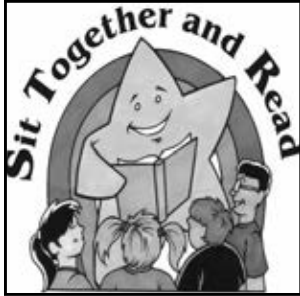
**Point**  
to print.

**Follow** the print  
with your finger.

**Turn Over**

Read *Dear Mr. Blueberry* 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) **Role of Print**



**STAR**  
**AT HOME**  
**WEEK 13:**  
*Dear*  
*Mr. Blueberry*

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

*This cover looks familiar. The picture looks like a stamp, and the title looks like somebody's handwriting. I know! This looks like a letter the mail carrier might deliver to us. Maybe this book is about letters in the mail.*

On the page of the book where Emily initially writes to Mr. Blueberry about spotting a whale in her pond, you could **ask**:

*How can you tell this is a letter? Good! We know it's a letter because it begins with **Dear** and ends with the name of the person who wrote it.*

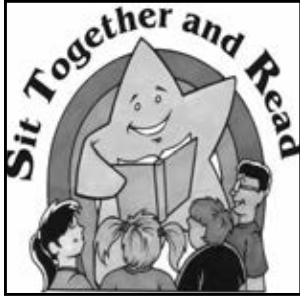
### Tips to Remember:

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 *Growing Vegetable Soup* 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) **Top and Bottom of Page** and (2) **Short Words vs. Long Words**



**STAR**  
**AT HOME**  
**WEEK 14:**  
*Growing*  
*Vegetable Soup*

**Topic 1**  
**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 with the rake, shovel, and hoe, you  
could **follow** the print with your finger and **comment**:

*Here's the top of the page, where I start reading. When I get to the  
bottom, I'm ready to go on to the next page.*

On the page of the book where the gardener is planting sprouts,  
you could **ask**:

*Where are the words at the top of this page?*

**As You Read, Teach the Topics Using These Methods:**

**Ask** questions  
about print.

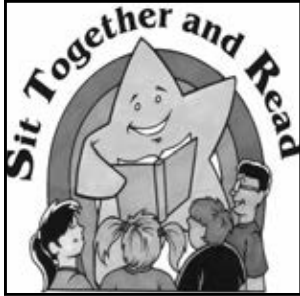
**Comment**  
about print.

**Point**  
to print.

**Follow** the print  
with your finger.

**Turn Over**

Read *Growing Vegetable Soup* 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) **Top and Bottom of Page** and (2) **Short Words vs. Long Words**



**STAR**  
**AT HOME**  
**WEEK 14:**  
**Growing**  
**Vegetable Soup**

**Topic 2**  
**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 gardener is planting sprouts, you could **comment**:

*The first three words on this page—**and, all, the**—look shorter than the word **sprouts**. Let's count the letters to see if that is right. Good! There are three letters in each short word and seven letters in the long word **sprouts**.*

On the page of the book where the vegetables (corn) are being picked, you could **ask**:

*Can you point to the longest word on this page?  
That's right! **Vegetables** is very long compared to the other words on this page.*

**Tips to Remember:**

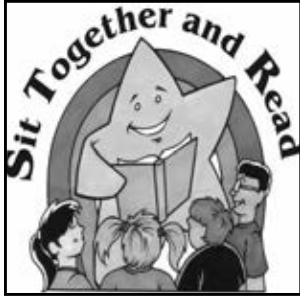
Talk about each topic  
1-3 times each time  
you read the book.

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 *Froggy Gets Dressed* 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) **Names of Letters** and (2) **Role of Reading**



**STAR**  
**AT HOME**  
**WEEK 15:**  
*Froggy Gets Dressed*

**Topic 1**  
**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 page of the book where Froggy initially gets dressed to go outside, you could **comment**:

*Look at all the words on this page that begin with the letter **z**—**zoop**, **zup**, **zat**, **zwit**, **zum**. There are so many **z**'s on this page!*

On the page of the book where Froggy's mother initially yells for him, you could **ask**:

*On this page, Froggy's mother is calling to him. She says: **FRRROOGGY!** Can you find the letter **O** in this 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 *Froggy Gets Dressed* 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) **Names of Letters** and (2) **Role of Reading**



**STAR**  
**AT HOME**  
**WEEK 15:**  
*Froggy Gets Dressed*

**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 **ask**:

*Look at the cover. What do you think this book might be about? Yes, we see snow and Froggy getting dressed in winter clothes. This book might be about Froggy playing in the snow. Let's read the story to find out if you are right.*

On the page of the book where Froggy realizes that he forgot his shirt and coat, you could **comment**:

*If we want to know if Froggy puts on his shirt and coat, we'll have to keep reading to find out what happens next.*

**Tips to Remember:**

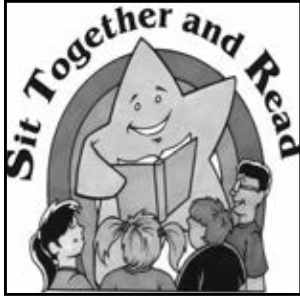
Talk about each topic 1-3 times each time you read the book.

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 Stink!* 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) **Page Order**



**STAR**  
**AT HOME**  
**WEEK 16:**  
**I**  
**Stink!**

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

*The title of this book is **I STINK!** Can you point to the letter **I** in each word of the title? Good! **I** is in both words.*

On the page where "Trash," "Breakfast," "Blink," and "Squeal" are bold, you could **follow** the print with your finger as you read and **ask**:

*This word is **SQUEAL**. Do you know any of the letters in the word **SQUEAL**?*

**As You Read, Teach the Topics Using These Methods:**

**Ask** questions about print.

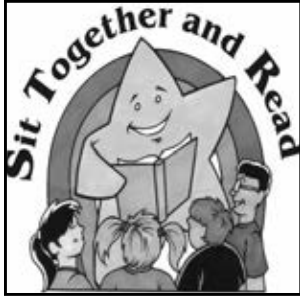
**Comment** about print.

**Point** to print.

**Follow** the print with your finger.

**Turn Over**

Read *I Stink!* 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) **Page Order**



**STAR**  
**AT HOME**  
**WEEK 16:**  
**I**  
**Stink!**

**Topic 2**  
**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 first page of the story, where the question "Who am I?" is asked, you could **comment**:

*Now I've read the first page of the story. Do you want to find out what the trash truck does at night while you're asleep? Me, too! If we want to find out, we have to turn the page this way to keep reading.*

You could turn to this last page of the book where the truck says "That's Who." and **ask**:

*Is this where I start reading the story? No! This is the last page!  
Where do I need to go to start reading the story?*

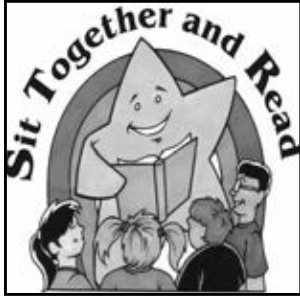
**Tips to Remember:**

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 *Animal Action ABC* 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) **Letters vs. Words** and (2) **Names of Letters**



**STAR**  
**AT HOME**  
**WEEK 17:**  
**Animal Action**  
**ABC**

**Topic 1**  
**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 cover of the book, you could **comment**:

*I see the letters **A**, **B**, and **C** in the title of this book: **Animal Action ABC**.*

On the page of the book with the orangutan and the large letter "P" you could **comment**:

*This page has a big letter **P**. **P** starts this word **Peek**.  
There are four letters in **Peek**: **P-E-E-K**.  
Let's point to each one.*

**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 *Animal Action ABC* 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) **Letters vs. Words** and (2) **Names of Letters**



**STAR**  
**AT HOME**  
**WEEK 17:**  
**Animal Action**  
**ABC**

**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 page of the book with the whale's tail, you could **point** to the letter **A** and **ask**:

*Which is the letter **A**: This (point to picture of whale's tail) or this (point to **A**)? Good! You know your letters!*

On the page of the book with the two children posing in the shape of a "K", you could **comment**:

*This letter is **K**. You can make a **K** shape with your body like the kids in the picture. Put out your arm and leg on the same side of your body to make **K**.*

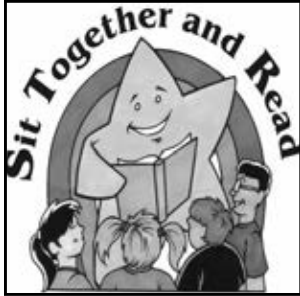
**Tips to Remember:**

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 *My Backpack* 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) **Noticing Words**



**STAR**  
**AT HOME**  
**WEEK 18:**  
**My**  
**Backpack**

**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 the book with the glasses sitting on stock ledgers, you could **comment**:

*I see the first letter on this page is uppercase **D**. It's in a colored box. I wonder if this happens on other pages? Let's see. Yes, the first letter on each page of this book is an uppercase letter in a colored box.*

On the page of the book where the boy in the red cap is yelling to his mother that he can't find his mitt, socks, or glasses, you could **point** and **ask**:

*The first word on this page is **Mom**. It has **M** at the beginning and **m** at the end. Is this one (point) uppercase or lowercase? Is this one (point) uppercase or lowercase? Good job!*

**As You Read, Teach the Topics Using These Methods:**

**Ask** questions about print.

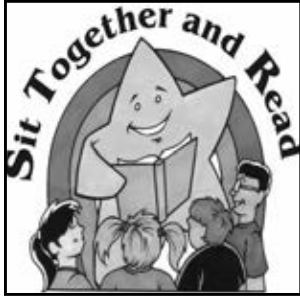
**Comment** about print.

**Point** to print.

**Follow** the print with your finger.

**Turn Over**

Read *My Backpack* 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) **Noticing Words**



**STAR**  
**AT HOME**  
**WEEK 18:**  
*My*  
**Backpack**

**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 where the boy is pulling his train, you could **ask**:

*I see a lot of words on this page. Can you point to just one word on this page? Good job!*

On the page of the book where the cat is meowing, you could **comment**:

*I see lots of words on this page. And I see one word all by itself next to the kitten. The word is **MEOW**. It has the letters **M-E-O-W** (point to each letter).*

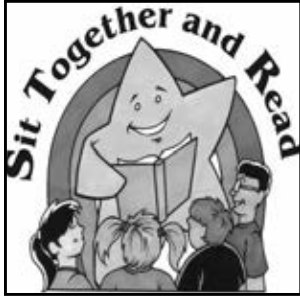
**Tips to Remember:**

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 *Baghead* 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) **Print Direction**



**STAR**  
**AT HOME**  
**WEEK 19:**  
**Baghead**

**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 Josh's mother tells him that he can't eat breakfast with a bag over his head, you could **ask**:

*Which word on this page is longer—**breakfast** (point) or **bag** (point)?  
You're right! There are only three letters in **bag** and  
many more letters in **breakfast**.*

On the page of the book where Josh's sister has an idea one Thursday morning, you could **comment**:

*This word—**idea**—is a pretty short word. It has  
four letters: 1-2-3-4 (point to each letter).*

**As You Read, Teach the Topics Using These Methods:**

**Ask** questions  
about print.

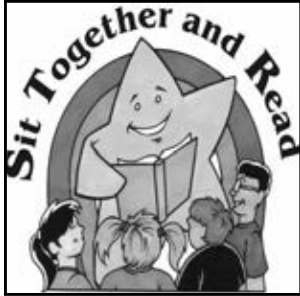
**Comment**  
about print.

**Point**  
to print.

**Follow** the print  
with your finger.

**Turn Over**

Read *Baghead* 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) **Print Direction**



**STAR**  
**AT HOME**  
**WEEK 19:**  
***Baghead***

**Topic 2**  
**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 the page of the book describing Josh's idea as big and brown, you could **follow** the print with your finger as you read:

*I read the first line this way. Then I go down and read the next line.*

On the page of the book where Josh explains that he cut his own hair, you could **ask**:

*Could you point to each word I should read? Good job!  
You know how to do it!*

**Tips to Remember:**

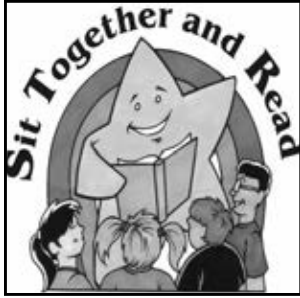
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1-3 times each time  
you read the book.

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 *A Color of His Own* 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) **Top and Bottom of Page** and (2) **Role of Reading**



**STAR**  
**AT HOME**  
**WEEK 20:**  
*A Color of*  
*His Own*

**Topic 1**  
**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 describing the parrot's color, you could  
**ask:**

*Where is the top of this page? Good job! That's where  
we find the words to start reading.*

On the page of the book where the old and wise chameleon explains  
that he is not afraid, you could **comment:**

*Now where are the words to the story? Oh, there they are  
at the top of the page.*

**As You Read, Teach the Topics Using These Methods:**

**Ask** questions  
about print.

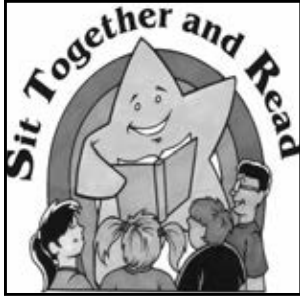
**Comment**  
about print.

**Point**  
to print.

**Follow** the print  
with your finger.

**Turn Over**

Read *A Color of His Own* 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) **Top and Bottom of Page** and (2) **Role of Reading**



**STAR**  
**AT HOME**  
**WEEK 20:**  
*A Color of*  
*His Own*

**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 title page of the book, you could **comment:**

*We've read so many good books together! We always do it the same way. We pick up the book and look at the cover and the title. Then we turn the pages and read the story.*

On the page of the book that explains that autumn leaves turn yellow, you could **ask:**

*Oh, no! The chameleon changed! It seems like he really doesn't have a color of his own. What do we need to do to find out what happens to his color? That's right! We need to keep reading.*

**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!