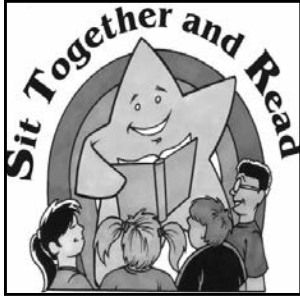


Read *To Market, To Market* two times during this week with your child.  
As you read, help your child to look at and talk about **print** by talking about these two topics:

(1) **Identifying Words** and (2) **Print Direction**



**STAR**  
**AT HOME**  
**WEEK 2 1:**  
*To Market,*  
*To Market*

**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 page of the book where the lady goes to buy a hen, you could point to the word **hen** and **ask**:

*Do you know what this word is? It's something in the picture and it starts with the sound "h."*

On the page of the book where she goes to buy a cow, you could **follow** the print with your finger as you read and **comment**:

*Let's look for the word **cow** on this page. I'll start reading and tell you when I come to it. Here it is! This word says **cow**, and here is a picture of a cow.*

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

**Ask** questions about print.

**Comment** about print.

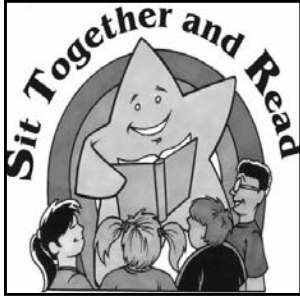
**Point** to print.

**Follow** the print with your finger.

**Turn Over**

Read *To Market, To Market* 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) **Print Direction**



**STAR**  
**AT HOME**  
**WEEK 2 1:**  
**To Market,**  
**To Market**

**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 where the lady initially brings home a pig,  
you could **ask**:

*Can you point to where we start reading on this page? Good! We start  
reading here (point) and go this way (point).*

On any page of the book, such as the one where she finds the trout in the bathtub, you could  
**follow** the print with your finger as you read and **comment**:

*When I read, I don't go this way (follow the print from right to left), I go  
this way (left to right) to read 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 *Hey, Little Ant* 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) **Uppercase vs. Lowercase Letters**



**STAR**  
**AT HOME**  
**WEEK 22:**  
*Hey, Little Ant*

**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 **ask**:

*Hmm...the title sounds like someone is talking to the little ant.  
Who do you think is talking to the ant? The kid in the picture?  
Let's read to find out.*

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

*This is the title of the book, **Hey, Little Ant**. It tells us the name of the book.*

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

**Ask** questions about print.

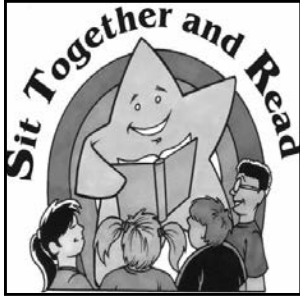
**Comment** about print.

**Point** to print.

**Follow** the print with your finger.

**Turn Over**

Read *Hey, Little Ant* 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) **Uppercase vs. Lowercase Letters**



**STAR**  
**AT HOME**  
**WEEK 22:**  
*Hey, Little*  
*Ant*

**Topic 2**  
**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 title page, you could **point** to uppercase letters and **comment**:

*I see each word in the title starts with an uppercase letter.  
Here is uppercase **H** (point), uppercase **L** (point),  
and uppercase **A** (point).*

On the page of the book where the boy is sitting at the dinner table with his family, you could point to letters and **ask**:

*Which one is an uppercase letter: This one (point to **M** in **Me**) or this one (point to **e** in **Me**)? Good! This **M** is an uppercase 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 *Mouse Mess* 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) **Page Order**



**STAR**  
**AT HOME**  
**WEEK 23:**  
**Mouse**  
**Mess**

**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 mouse is climbing to reach the cookies, you could **ask**:

*I see lots of words to read at the bottom of this page. Do you see any other words on this page? Yes, there's a word on that jar. It says **cookies**. That mouse is trying to get to the cookie jar!*

On the page of the book where the mouse is about to eat the jam, you could **point** to the words on the jars and **ask**:

*I see words on these jars, just like in our kitchen. What do you think these words say? You're right—**jam** and **peanut butter**!*

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

**Ask** questions  
about print.

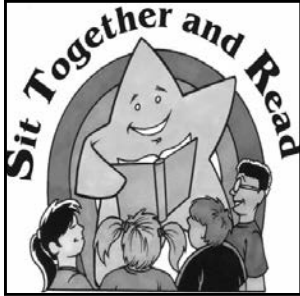
**Comment**  
about print.

**Point**  
to print.

**Follow** the print  
with your finger.

**Turn Over**

Read *Mouse Mess* 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) **Page Order**



**STAR**  
**AT HOME**  
**WEEK 23:**  
**Mouse**  
**Mess**

**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 any page, like the one where the mouse is holding the knife to  
cut cheese, you could **ask**:

*Do I turn the page this way (turn right to left) or this way (turn left to  
right)? Yes, I turn the page this way (left to right).*

You could turn to a page toward the end of the book, like the one where the mouse makes  
castles out of brown sugar, and **ask**:

*If I start reading on this page, will we understand the story? No! Will  
you show me where to start reading the story?*

**Tips to Remember:**

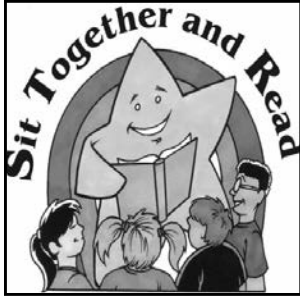
Talk about each topic  
1-3 times each time  
you read the book.

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 *In the Small, Small Pond* 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 Words** and (2) **Print Direction**



**STAR**  
**AT HOME**  
**WEEK 24:**  
*In the Small,  
Small Pond*

**Topic 1**  
**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 explaining that wings quiver, you could **follow** each word with your finger as you read and **comment**:

*There are two words on this page.*

On the page of the book where the frog dives beneath the water, you could **ask**:

*How many words are on this page? Yes, there are two words. You're so smart! You point to the words and I'll read them.*

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

**Ask** questions about print.

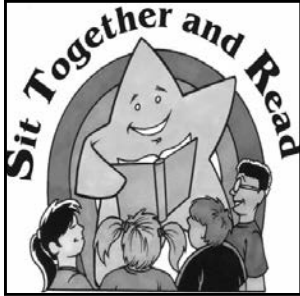
**Comment** about print.

**Point** to print.

**Follow** the print with your finger.

**Turn Over**

Read *In the Small, Small Pond* 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 Words** and (2) **Print Direction**



**STAR**  
**AT HOME**  
**WEEK 24:**  
*In the Small,  
Small Pond*

**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 where the boy is splashing his hands into  
the water, you could **ask:**

*This is the first page of the story. Can you point to where I  
should start reading? Yes, on this side of the  
page (point to left side of page).*

On the page of the book with the swimming tadpoles, you could  
**comment:**

*This is a tricky one. It's kind of hard to tell which word to read first. I  
know, we read this word first (point to **wiggle**) because it's  
closer to this side of the page, the left side of the page.*

**Tips to Remember:**

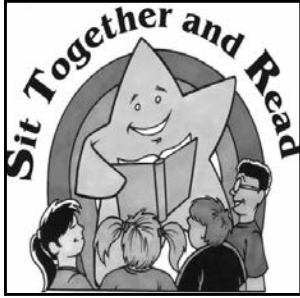
Talk about each topic  
1-3 times each time  
you read the book.

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 *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* 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 Reading** and (2) **Names of Letters**



**STAR**  
**AT HOME**  
**WEEK 25:**  
*The Little Mouse,  
the Red Ripe  
Strawberry, and the Big  
Hungry Bear*

**Topic 1**  
**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 **comment**:

*I wonder what this story will be about. I see this mouse has climbed up to the big strawberry. I think the mouse might want to pick that juicy strawberry and eat it. Let's read to find out what happens.*

On the page of the book where the mouse is asked if he's heard about the big hungry bear, you could **ask**:

*Do you really think there is a bear in this book? How will we find out? Yes, we have to keep reading. Will you find out if you put the book down and go play? No! We have to keep 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 *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* 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 Reading** and (2) **Names of Letters**



**STAR**  
**AT HOME**  
**WEEK 25:**  
*The Little Mouse,  
the Red Ripe  
Strawberry, and the Big  
Hungry Bear*

**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 describing the bear's love for  
strawberries, you could point to **B** and **comment:**

*This is the letter **B**. Bear starts with **B**.*

On the page of the book explaining that the bear will stomp through the forest and find the  
strawberry no matter where it's hidden, you could **ask:**

***Sniff** starts with **S**. Can you point to all the **S**'s you see  
on this page? Good! **Strawberry** starts with **S**, too.*

**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 *When Sophie Gets Angry* 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) **Role of Print**



**STAR**  
**AT HOME**  
**WEEK 26:**  
*When Sophie Gets Angry*

**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 page of the book where Sophie is playing with a monkey, you could **follow** the print with your finger as you read and **comment**:

*There are five words on this page: **Sophie was busy playing when**, 1-2-3-4-5 words.*

On the page of the book where Sophie's mother tells her that it's no longer her turn, you could **point** to the word **No** and **ask**:

*Is this a word, or is this a letter? That's right! It's the word **No**.  
It has two letters: **N-O**.*

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

**Ask** questions about print.

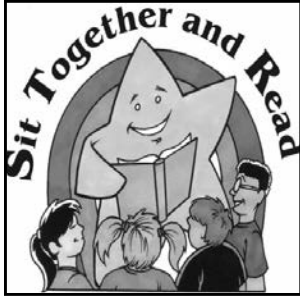
**Comment** about print.

**Point** to print.

**Follow** the print with your finger.

**Turn Over**

Read *When Sophie Gets Angry* 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) **Role of Print**



**STAR**  
**AT HOME**  
**WEEK 26:**  
**When Sophie**  
**Gets Angry**

**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 with the word "SMASH" printed in large above the cat, you could **point** to the word **Smash** and **comment**:

*This word is **Smash**. I think **Smash** is beside the red shadow because Sophie's angry self feels like smashing something. She doesn't really smash anything, though. The word **Smash** just tells how she feels.*

On the page of the book where Sophie looks out from a tree to the sea, you could **point** to the words and **ask**:

*These words tell what Sophie sees and what she feels when she sits in the tree. What do you think these words say?*

**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 *How to Speak Moo!* 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 27:**  
*How to*  
*Speak Moo!*

**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**:

*I'm going to look for the title on the front cover of this book. Here it is.  
The title is **How to Speak Moo**. That's a funny name for a book!*

On the title page of the book, you could **point** to the title and **ask**:

*Here's the title again on the title page. Do you know why books have titles? That's right—the title lets us know what the 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 *How to Speak Moo!* 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 27:**  
*How to*  
*Speak Moo!*

**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 asking if all moos sound the same, you could **ask:**

*All of these cows are saying a word. Do you know what that word is (point to **Moo**)? That’s right! You’re a good reader!*

On the page of the book describing moos as soft, you could point to the word **soft** and **comment:**

*This word is **soft**. Let’s read it together in a quiet voice: **soft**.*

**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 *Kindergarten Rocks!* 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) **Print All Around Us**



**STAR**  
**AT HOME**  
**WEEK 28:**  
**Kindergarten**  
**Rocks!**

**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**:

*This says "written and illustrated by Katie Davis." Katie Davis sure was busy—she wrote this story and drew the pictures in this book.*

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

*There's the author's name, **Katie Davis**, on this page. Why is her name here? That's right, because she wrote the book.*

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

**Ask** questions about print.

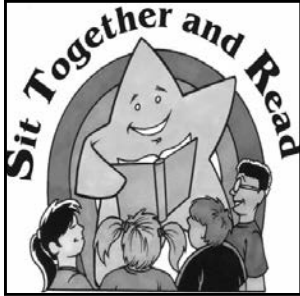
**Comment** about print.

**Point** to print.

**Follow** the print with your finger.

**Turn Over**

Read *Kindergarten Rocks!* 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) **Print All Around Us**



**STAR**  
**AT HOME**  
**WEEK 28:**  
**Kindergarten**  
**Rocks!**

**Topic 2**  
**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 Jessie tries to quell "Rufus" fear of getting lost on the way to school, you could **comment:**

*I see words all over this page. This speech bubble (point) tells what Dexter is saying and this speech bubble (point) tells what Jessie is saying. There are words on the crayon box and shopping bag, too.*

On the page of the book where Dexter and his classmates are in the library, you could **ask:**

*Can you point to all the words you see on this page? Good! There are words on books and posters at the library.*

**Tips to Remember:**

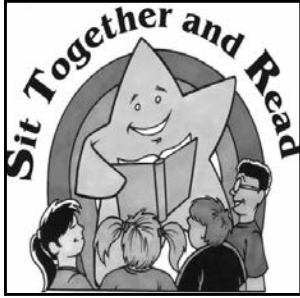
Talk about each topic  
1-3 times each time  
you read the book.

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 Recess Queen* 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 Author**



**STAR**  
**AT HOME**  
**WEEK 29:**  
*The Recess Queen*

**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 Mean Jean launches a kid off of the seesaw, you could **comment**:

*There are some long words on this page. This silly word, **lollapaloosh**, has twelve letters (count each letter). That's a long word!*

On the page of the book where Katie Sue is jumping rope and singing to get Mean Jean to jump with her, you could **point** to words and **ask**:

*Which word is shorter—**popcorn** (point) or **tea** (point)?  
That's right, **popcorn** is longer.*

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

**Ask** questions about print.

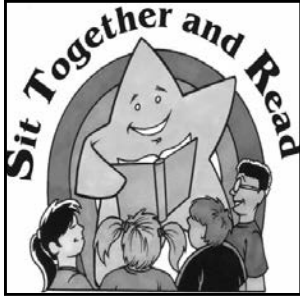
**Comment** about print.

**Point** to print.

**Follow** the print with your finger.

**Turn Over**

Read *The Recess Queen* 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 Author**



**STAR**  
**AT HOME**  
**WEEK 29:**  
*The Recess Queen*

**Topic 2**

**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 **ask**:

*Can you point to the author of this book? Oh, this is a tricky one.  
There are two names. What does that mean?*

On the title page, you could **point** to the names and **comment**:

*Here's our answer on the title page. Alexis O'Neill wrote the story.  
Laura Huliska-Beith drew the pictures.*

**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 *Miss Bindergarten Gets Ready for Kindergarten* 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 Words** and (2) **Letters vs. Words**



**STAR**

**AT HOME**

**WEEK 30:**

*Miss Bindergarten  
Gets Ready for  
Kindergarten*

**Topic 1**

**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 Miss Bindergarten first walks into her classroom to prepare for kindergarten, you could **ask**:

*Can you show me all the words on this page?*

On the page of the book where Miss Bindergarten has finally prepared her class and is ready for kindergarten, you could **ask**:

*Is this a word (point to picture of apple) or is this a word (point to **Bindergarten**)? That's right. You're good at finding words!*

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

**Ask** questions  
about print.

**Comment**  
about print.

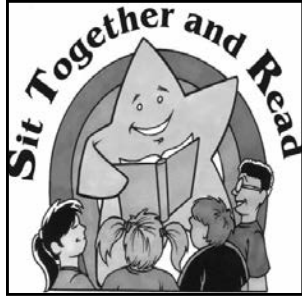
**Point**  
to print.

**Follow** the print  
with your finger.

**Turn Over**

Read *Miss Bindergarten Gets Ready for Kindergarten* 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 Words** and (2) **Letters vs. Words**



**STAR**

**AT HOME**

**WEEK 30:**

*Miss Bindergarten  
Gets Ready for  
Kindergarten*

**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 Gwen McGunny and Henry Fetter, you could **comment**:

*This word is **bunny**. Let's count the letters in **bunny**: 1-2-3-4-5 letters.*

On the page of the book where Miss Bindergarten is stacking blocks to get ready for kindergarten, you could **point** and **comment**:

*This is the letter **a** (point to lowercase **a** on alphabet strip). This is the word **Bindergarten**. It has the letter **a** in 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!