

# Sit Together And Read

STAR Read-Aloud Practices Presentation for Parents and Caregivers



## In this workshop, you will:

- Understand the importance of print referencing while reading aloud (“**STAR**”) with emergent literacy learners (i.e. your children).
- Learn how to “call attention to print” while reading with your child.
- Receive details regarding collaborating with your child’s teacher while reinforcing print-referencing skills.

# STAR READ-ALOUD PRACTICES

Part I What is STAR?



**Welcome!**  
**STAR** stands for  
**Sit Together And Read!**

**Part II Literacy & Young Children: Emergent Literacy Development**

Part III Implementing STAR Read-Aloud Practices at Home





## **What is our objective?**

To teach families effective strategies for engaging in literacy activities at home that reinforce the same reading strategies used at school by the classroom teacher.



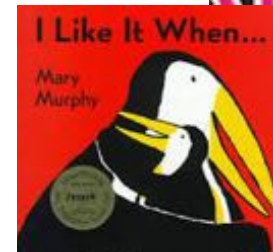
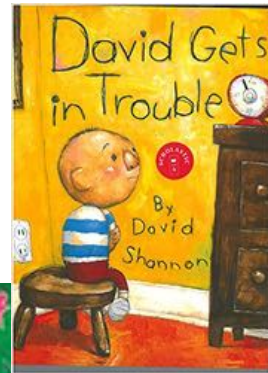
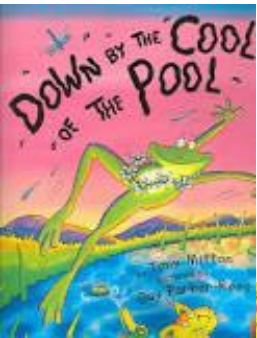
Each week for 30 weeks, you will receive a great storybook to read with your child... and it's the same book your child's teacher is reading!



## Book of the Week: School Home Connections

Your child's teacher reads the book aloud two times in the classroom.

You read aloud the same book to your child at home two times during the same week.



# STAR READ-ALOUD PRACTICES

Part I What is STAR?

**Part II Literacy & Young Children: Emergent Literacy Development**

Part III Implementing STAR Read-Aloud Practices at Home

# Literacy and Young Children





# What does emergent literacy look like in young children?

Attempting to write

Pretending to read

Naming letters

“Reading” print in the environment

Writing own name

Asking questions about print

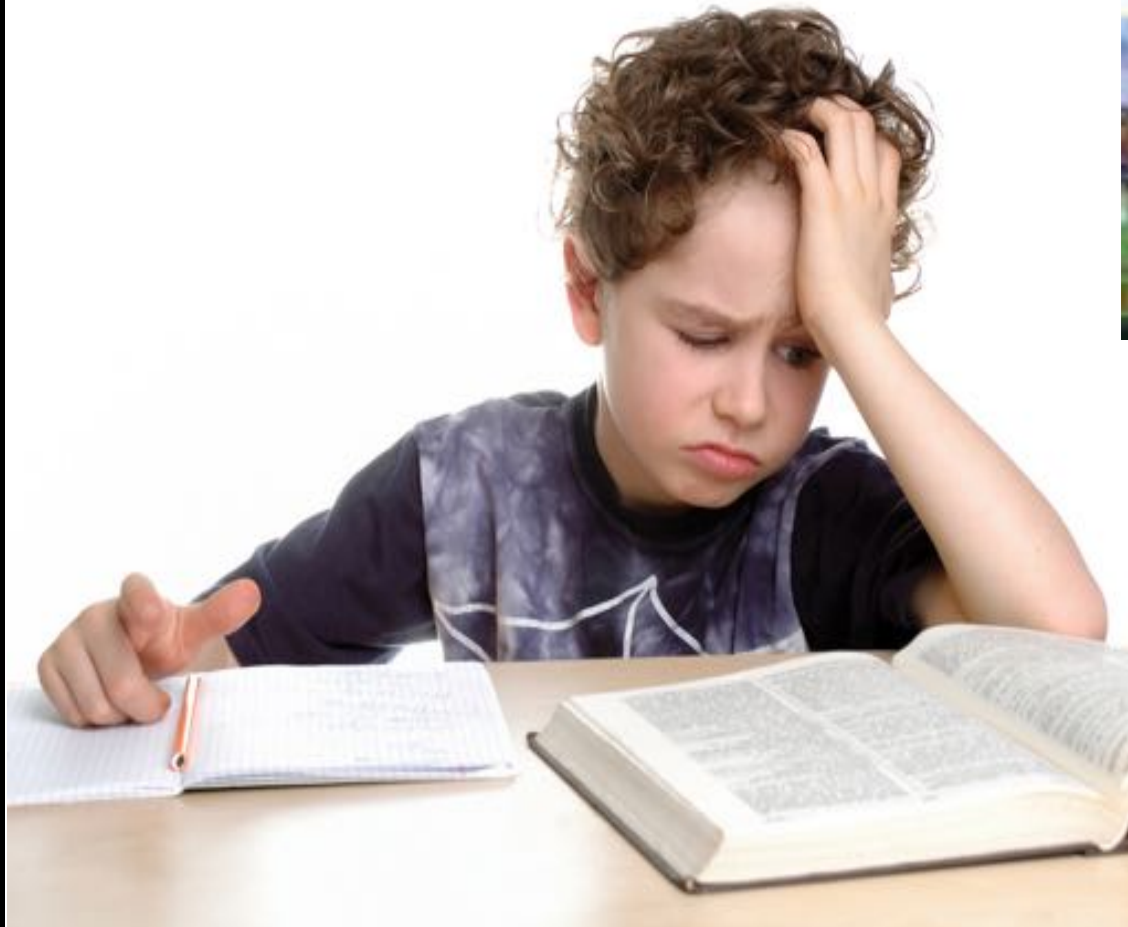




**STAR Read-Aloud Practices are designed to enhance print knowledge.**

# WHY FOCUS ON PRINT?

Children with solid knowledge about the forms and functions of print will find it relatively easy to learn to read.



Children with limited knowledge about print enter kindergarten already behind in reading development.

**STAR READ-ALoud PRACTICES BUILD CHILDREN'S PRINT KNOWLEDGE THROUGH SHARED STORYBOOK READING.**



**Early experiences with books provide opportunities to develop critical emergent literacy skills.**



## WHY BOOK READING?

### Research shows:

- Children rarely pay attention to print during shared book reading unless directed to do so.
- Adults can use strategies to encourage children's attention on print and by doing so can improve children's print knowledge.
- We call this **print referencing**.



**How do we cultivate a focus on print for our children?**

**Verbal references:** Asking questions and making comments about print



**Nonverbal references:** Pointing and tracking print with our fingers

[Click here to view book reading example!](#)

Book and Print Organization



THE OHIO STATE UNIVERSITY

The Crane Center for Early Childhood Research and Policy



00:00

HD ::

**Any questions so far?**



# STAR READ-ALoud PRACTICES

Part I What is STAR?

Part II Literacy & Young Children: Emergent Literacy Development

**Part III Implementing STAR Read-Aloud Practices at Home**

## There are three ingredients for STAR:

1. Print-rich books
2. Explicit discussions about print
3. Scope and sequence of instruction



**These ingredients can be applied at home!**

# Ingredient #1: Print-Rich Books



How do I know if a book is print-rich?



Take a minute and explore one of the books at your table. Are there features of the books you see that could help you point out print to your child?



Print-rich books have interesting features about print to discuss!

## Ingredient #2: Explicit Discussions About Text

### STAR Style

### Typical Style

“The title of this book is ‘Vegetable Soup.’”

“What do you think this book is about?”

“What do you think this word is?”

“This book is about a garden.”

“Yes, that says ‘carrot’ on that garden marker.”

“Here he’s got a shovel.”

“Look at these tiny words here. They say ‘tomato’ and ‘peas.’”

“What’s he digging up?”

# Ingredient #3: Scope and Sequence

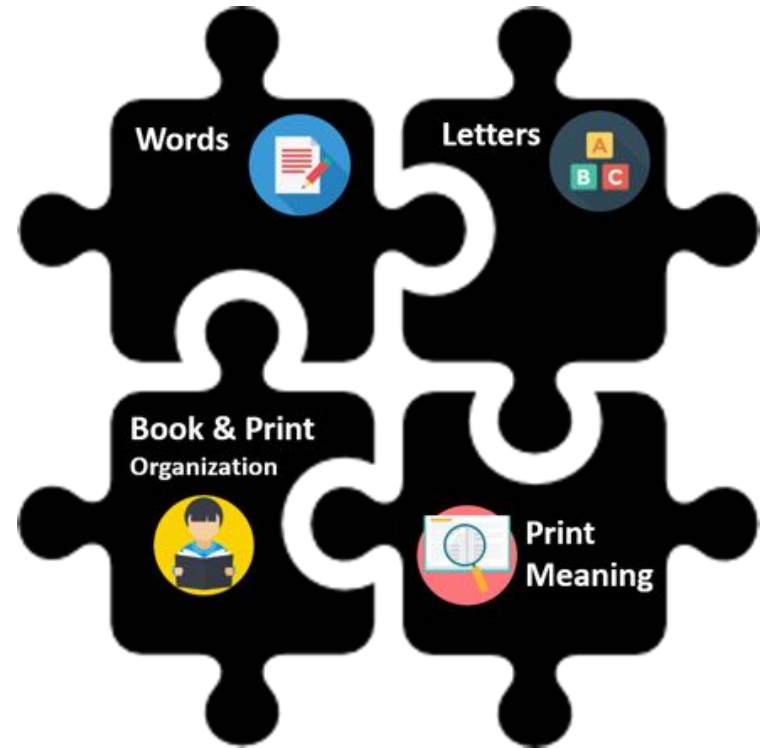
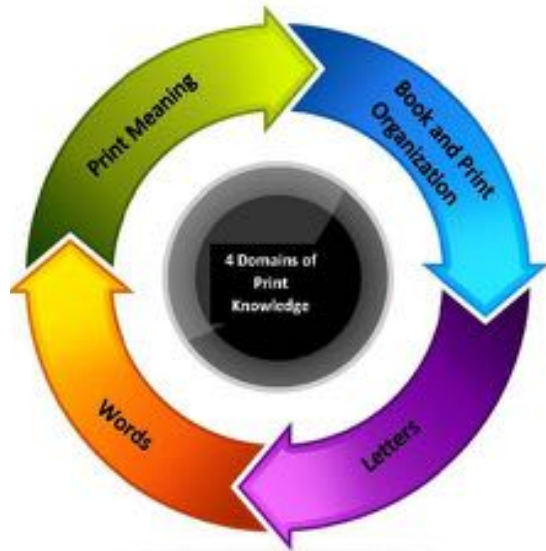
The program follows a cyclical pattern so that targets are repeated throughout the 30 weeks of instruction.

Adults explicitly teach children about print using the 30 STAR books (as well as other books of their choosing).

STAR Read-Aloud Practices follows a systematic scope and sequence to target specific print-related skills over 30 weeks of reading.



STAR develops four areas of print knowledge:



### Print-Knowledge Instruction: Cyclical Sequence

When we reference print during STAR Read-Aloud Practices, we use a cyclical pattern in which print targets are presented over and over. We do this so that these targets are reinforced through repetition. In other words, a child **does not** need to master one target before being introduced to another.

**What are the effects  
of STAR on Teachers,  
Caregivers, and  
Children?**

Fundamentally changes how teachers and parents read with children

Significantly increases the print knowledge of young children in the short-term (after 30 weeks) and up to two years later

Has benefits for typically developing children, children from low-income homes, and children with disabilities

Heightens benefits for at-risk children when teachers and parents co-implement STAR Read-Aloud Practices.



## **Turn & Talk (10 minutes)**

What are some books you have at home that could be used with STAR?

How could you personalize STAR for your child?



# School and Parent Partnerships



...improve children's learning opportunities!

# What does engagement mean for parents?

Remember – **engagement** is different from involvement (NAEYC, 2009).

Teachers and schools are the agents for truly engaging with parents in authentic and sustainable ways.

Engagement requires guidance from teachers and depends on two-way communication.



# How will families implement STAR at home?

## Three main steps for you:

1

Read a print-rich book with your child, using the STAR card for examples of how to reference print while reading.

2

Read the book 1 or 2 more times, using the STAR card to remind you to reference print while reading.

3

If provided with a reading journal, please make additional comments about how your reading session with your child went!

Each time you read a STAR book, please take a few minutes to talk to your child about print.

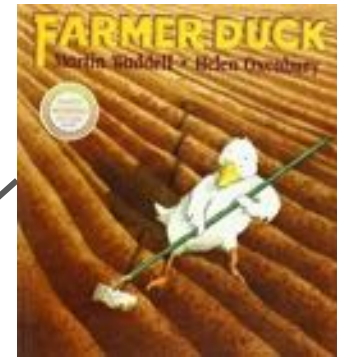


Does your child notice words and letters in places like these? If so, he or she is already thinking about print!

Understanding the basics of print is important to success in school

Studies show that unless adults point out the print in storybooks, children will focus mostly on the pictures

# A STAR card is included for each book:



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**

	<p><b>STAR</b> <b>AT HOME</b> <b>WEEK 1:</b> <i>Farmer Duck</i></p>	<p><b>Topic 1</b> <b>Page Order</b> Teach your child to turn the pages in a book from front to back.</p>
--	---	--

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



On this page of the book, 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?

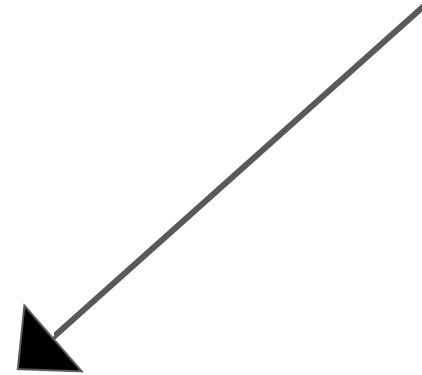


If you open the book to a middle page, such as this one, you could ask:

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?

<b>As You Read, Teach the Topics Using These Methods:</b>	
<p><b>Ask</b> questions about print.</p> <p><b>Comment</b> about print.</p>	<p><b>Point</b> to print.</p> <p><b>Follow</b> the print with your finger.</p>

Turn Over



Keep the STAR card handy as you read. It will help you and your child notice print and talk about it

Two topics about print are provided for each book

Each time you read the book, talk about each topic 2-3 times

# You can call attention to print in 4 ways:



**Making  
comments**



**Asking  
questions**



**Pointing  
to the print**



**Tracking  
the print**



**Making  
comments**



Asking  
questions



Pointing  
to the print



Tracking  
the print

## **Examples:**

*This is the letter B.*

*The title of this book is “We’re Going on a Bear Hunt.”*

*All these words are the same.*

*Here is a really long word.*

*This word says “Boo.”*



Making  
comments



Asking  
questions



Pointing  
to the print



Tracking  
the print

## Examples:

*What is the first letter in this word?*

*Where should I start reading on this page?*

*What does an author do?*

*Which letter is an uppercase letter?*

*Where is the top of the page?*





Making  
comments



Asking  
questions



**Pointing  
to the print**



Tracking  
the print

## **Examples:**

*Should I start reading here (point) or here (point)?*

*Here is the letter E (point). That's in your name!*

*This is the cow (point). This word (point) tells what the cow says.*

*This (point) is a word I think you know.*

*This is the title of the book (point).*



Making  
comments



Asking  
questions



Pointing  
to the print



Tracking  
the print

**Run your index finger under the words you read to show:**

*That we read from left to right.*

*That we read from the top of the page to the bottom.*

*That we sweep down from the end of one line to the beginning of the next line.*

*That the words on the page tell the story.*

# Let's practice!

**(20-30 minute activity)**

**Directions:** Read one of the books at your table. As you read, look for places in the book where you find an opportunity to explicitly attend to print by doing the following:



**Making  
comments**



**Asking  
questions**



**Pointing  
to the print**



**Tracking  
the print**

**Write down 2-3 examples of questions and comments you would make about the print to share with the group!**

# Tips For Reading: Before You Read



Find a quiet and comfortable place.

Sit so that your child can see the words and pictures.

Look at the cover and read the title; talk about what the book might be about.

If possible, relate the topic to your child's own experiences and interests.

# Tips For Reading: While You Read



Slow your pace a little so your child has time to understand each part of the story.

Read with expression; change your voice for slow or exciting times in the story and give different characters different voices

Pause to allow children to look at the pages, ask questions, and make observations

Encourage your child to predict what will happen next

Explain new words and ideas in the story

# Tips For Reading: After You Read

Discuss what your child liked or didn't like about the story

Ask open-ended questions (not yes/no questions) to encourage your child to talk about his or her thoughts

Compare the events of the story to your child's own experiences



# If your child needs help with the topics...

Don't be afraid to challenge your child to learn new things that may be difficult at first. Provide plenty of support and encouragement. It's okay to help your child by explaining, giving examples, and providing the answers.

Over time, your child will become more comfortable talking about print.



**We hope you enjoy this program!**  
**Thank you for your time!**