

# STAR - Sit Together and Read

## Summary Zoom

### Emergent Literacy

When Does Emergent Literacy Look Like in Young Children?

Emergent Literacy is an initial step on the pathway to reading achievement. Emergent literacy activities are the specific activities and practices that children acquire before they become conventional readers.

### Print Knowledge

Print knowledge is children's developing knowledge about the forms and functions of print. By the time children enter kindergarten, they have a good deal of knowledge about print.

- Print is meaningful
- Print differs from other symbols
- Print has many rules
- Letters are important symbols
- Letters make up words
- Letters correspond to sounds

### Why Focus on Print

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

### Why Book Reading?

Book reading helps to build relationships between adults and children. It also allows the children to learn about the world around them. Book reading helps children learn about the world around them, build their vocabulary and understanding of narrative sequences and understand the importance of reading.

### Research shows:

- Children learn to read by being read to.
- Adults can use strategies to encourage children's attention on print and to help them learn print knowledge.
- He can this **print** **meaningful**.

### Supporting Research for Print Referencing:

- Print referencing can be used by any adult—parent, educator, SLP, librarian, childcare provider—when reading with children.
- Intentionally directing a child's focus to print during shared book reading is the key to making print referencing successful.

### Reading and Writing materials are not only present but used throughout the classroom environment

These ten practices used in the classroom daily will make a measurable positive difference in literacy achievement.

### Three Ingredients for STAR

- Print-rich books
- Explicit discussions about print
- Scope & sequence of instruction

### STAR - Sit Together and Read Implementation

1. Conduct pre- and post-assessments using screener
2. Follow the 30 week book-reading plan
3. Read the scheduled book 4x per week and use STAR cards to guide your reading focus
4. Monitor your progress using reading log

### WORDS

### Letters

- Letters are the basic graphic unit that are combined to form words.
- There are 26 letters in English, with each occurring in an upper and lowercase form.

### Book & Print Organization

When children understand how to use the book, they are better able to understand the content. This includes understanding the organization of the book (e.g., front cover, back cover, title page, etc.) and how to use the book (e.g., turning pages, etc.).

### Print Meaning

Print is an object made of letters and words. It is used to communicate. When children learn to read, they learn to understand the meaning of the words and letters on the page. This is the first step in learning to read.

### Scaffolding in STAR

All students can achieve at a high level, and it is our collective responsibility to provide the extra time and support to ensure that outcome.

### STAR suggests Teachers use Two sets of scaffolding strategies

- High-support strategies: Use these with children who are struggling with a specific concept or task and need support to be successful.
- Low-support strategies: Use these with children who are finding a specific concept or task relatively simple and need to be challenged.

### Let's Take a Look

- Look through your STAR Cards
- With the book that was provided.
- Renew the schedule with the cards

### Check It Out



Workshop  
#98388

# STAR

Sit Together and Read





# Objectives

- Develop an understanding of how STAR Read-Aloud Practices increase children's print knowledge
- Understand how STAR Read-Aloud Practices can be implemented during whole-group shared book reading
- Identify and understand the STAR domains

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# Emergent Literacy

## What Does Emergent Literacy Look Like?

- **Emergent Literacy** is defined as the process that begins at birth and continues to the end of preschool and includes precursors to the onset of reading, such as **concepts, skills and knowledge** that precede the achievement of conventional literacy.



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# Emergent Literacy

## What Does Emergent Literacy Look Like in Young Children?

Emergent Literacy is an initial step on the pathway to reading achievement. Emergent-Literacy skills are the specific abilities and interest that children acquire before they become conventional readers.

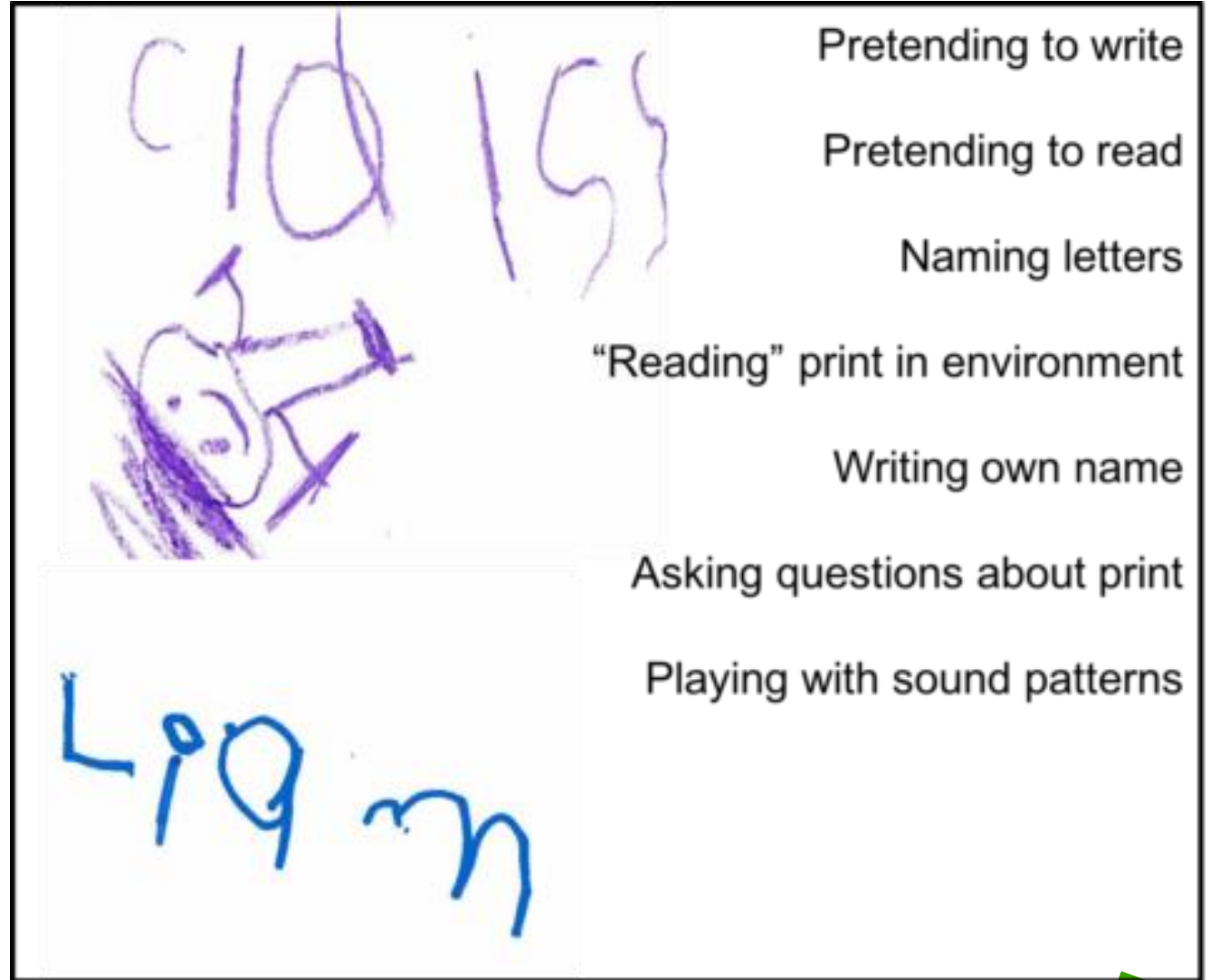


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# Emergent-Literacy Skills

Emergent-Literacy skills are the specific abilities and interest that children acquire before they become conventional readers.





Print knowledge is children's developing knowledge about the forms and functions of print. By the time children enter kindergarten, they have a great deal of knowledge about print!

Print knowledge is an emergent-literacy skill that reflects the young child's emerging knowledge of the forms and functions of print.



STAR read-aloud practices are designed to enhance print knowledge.

# Print Knowledge - Strategies for Engagement

<https://star.ehe.osu.edu/professional-development/pd-background/print-knowledge/>





# Print Knowledge

Print knowledge is children's developing knowledge about the forms and functions of print. By the time children enter kindergarten, they have a great deal of knowledge about print!

<https://star.ehe.osu.edu/professional-development/>

Children who have well-developed print knowledge know that:

- Print is meaningful
- Print differs from other symbols
- Print has many rules
- Letters are important symbols
- Letters make up words
- Letters correspond to sounds



## PRINT KNOWLEDGE INCLUDES:

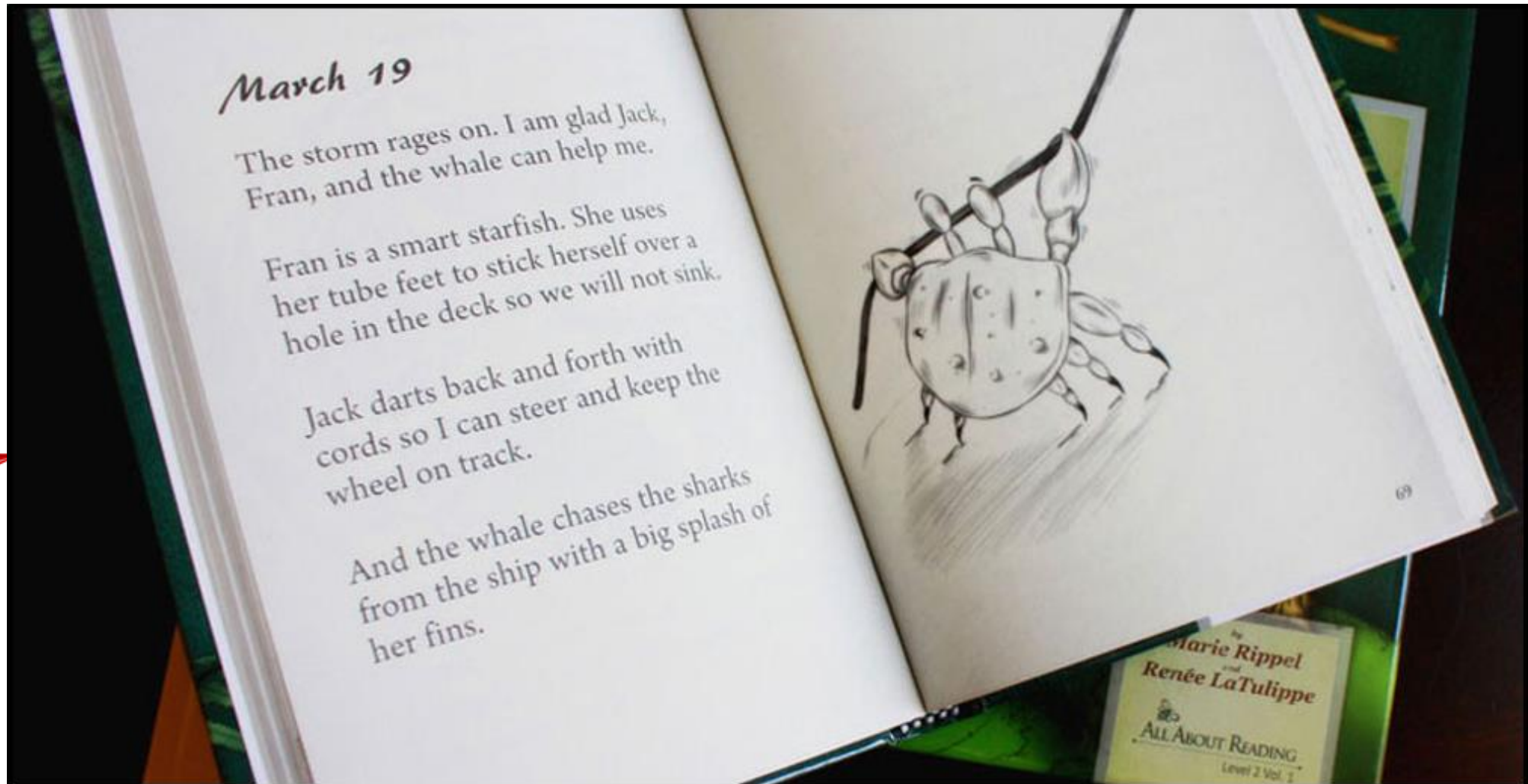


**Alphabet Knowledge:** children's recognition of the individual letters in the alphabet, including both upper- and lower-case forms.



**Print-Concept Knowledge:** children's understanding of the many rules that govern print (e.g., we read from left to right, we punctuate sentences).





Print knowledge is one of the more consistent and unique predictors of children's later reading achievement. Print knowledge refers to children's developing knowledge about the forms and functions of print.

# 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.**

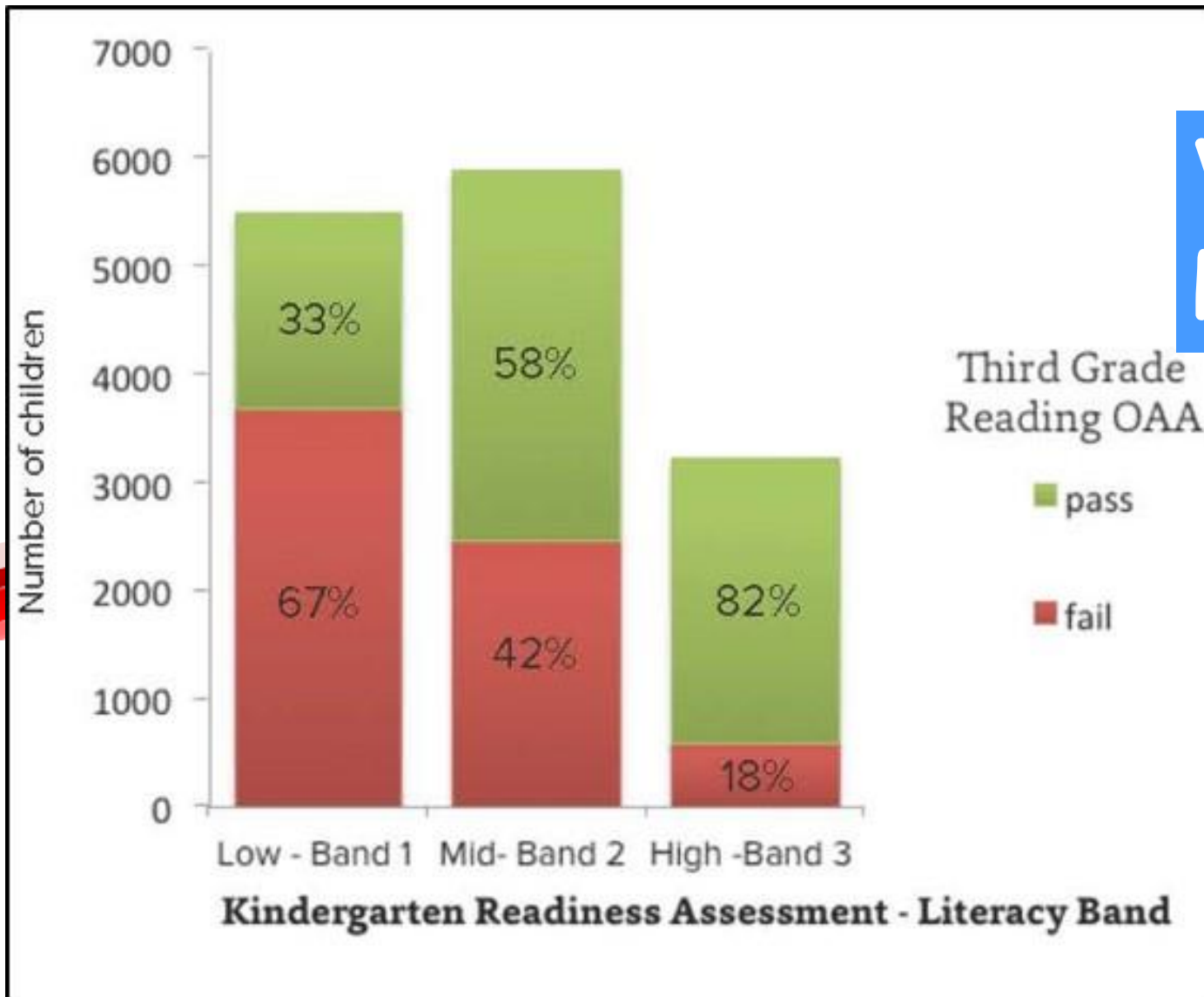
Children acquire print knowledge by discovering print in fun and organized ways.



Print experiences can occur through interactions with the environment, such as playing and engaging with letters and words, and by thinking and talking about the meaning of print.



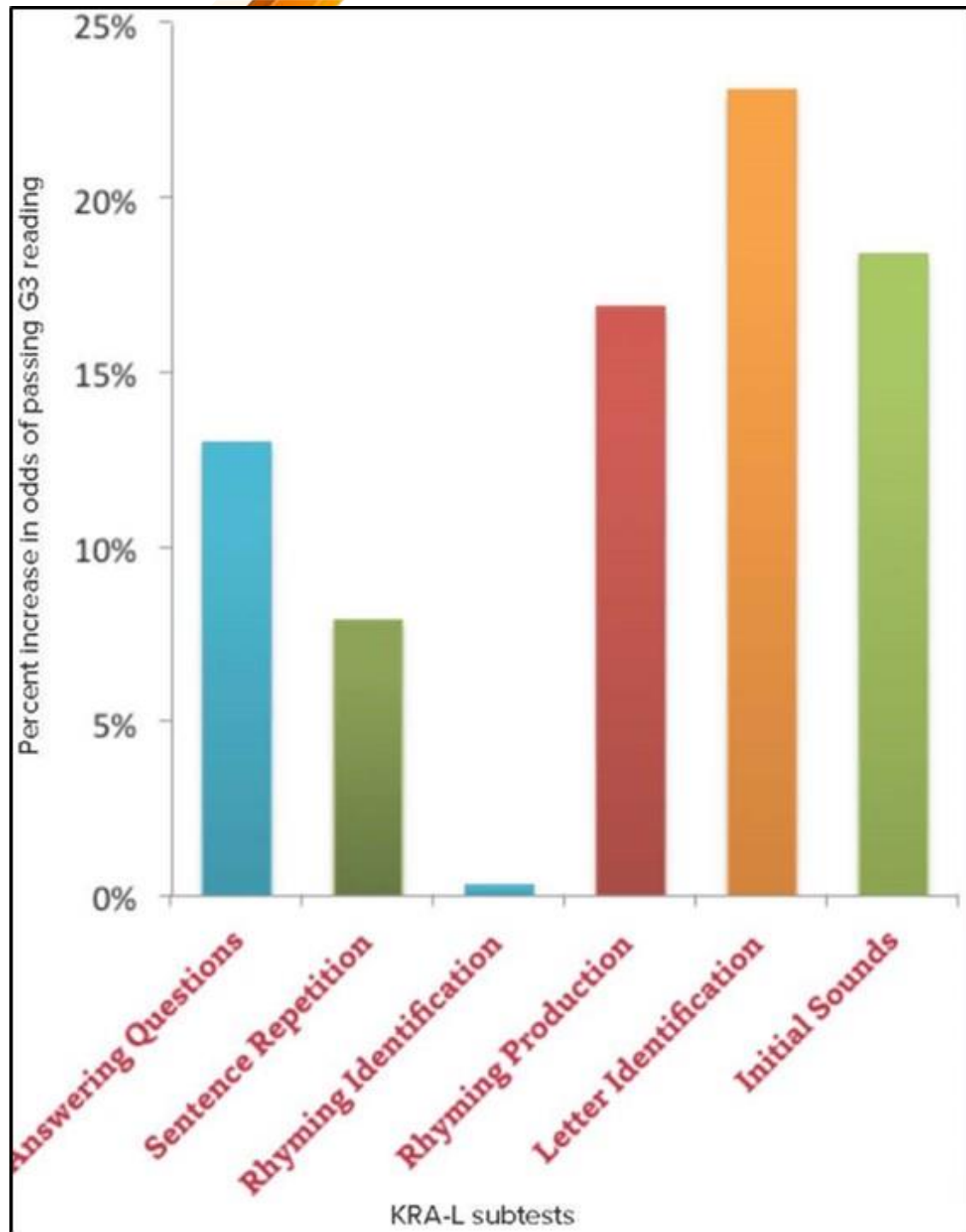
# Why Focus on Print Prior to Schooling?



One study found that 63% of entering kindergartens with poor literacy skills were poor readers in third grade (Logan et al., 2014).

## Why Focus on Print Prior to Schooling?

With this study, children's alphabet knowledge (letter identification subtest) was most strongly associated with future performance on the state's third-grade reading assessment.





# Why Book Reading?

Book reading helps to build relationships between adults and children. It also allows for children to learn about the world they live in, learn important concepts about society and people, and build their vocabulary and understanding of narrative sequences and interesting sound patterns.

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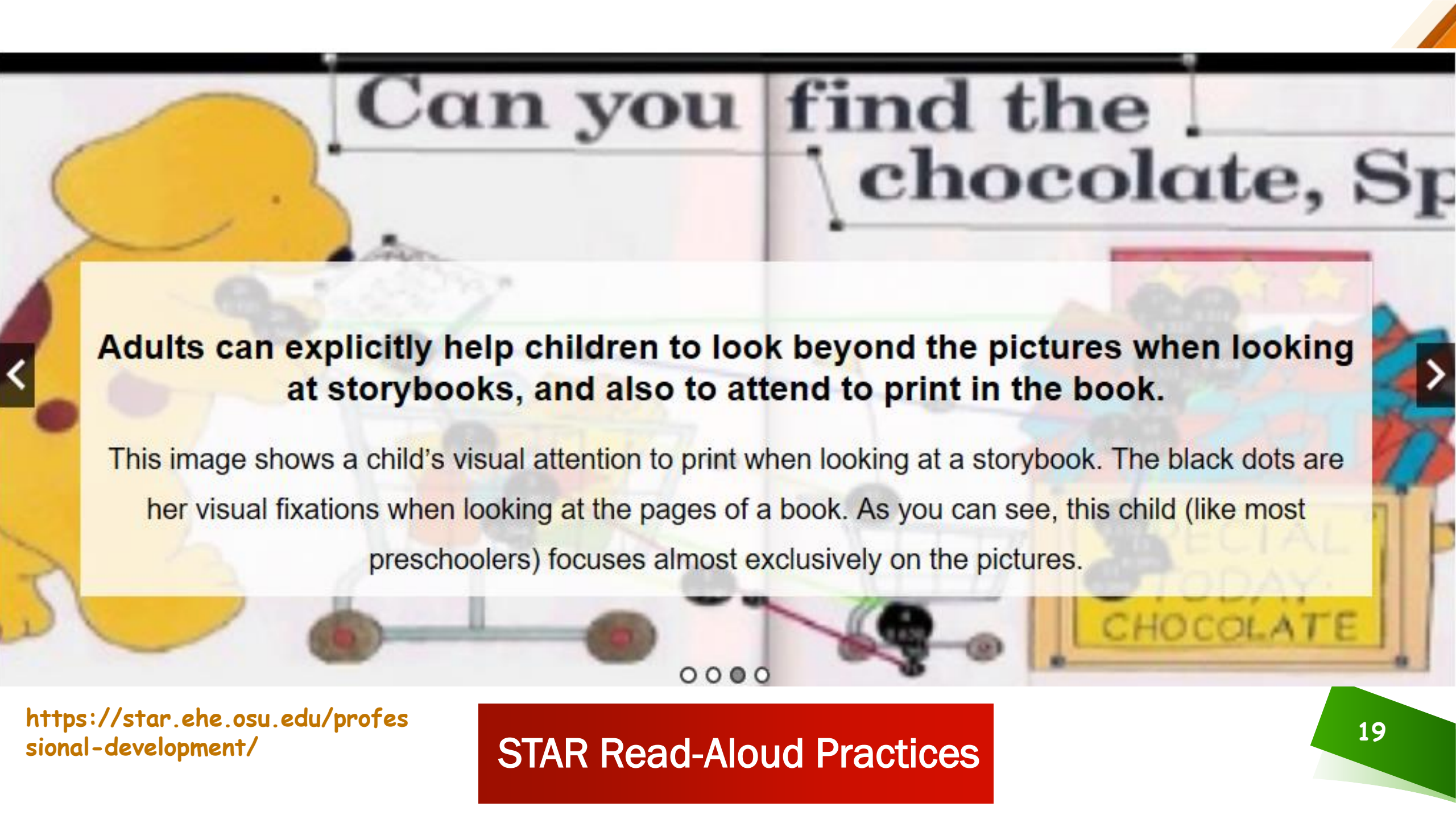


# STAR Read-Aloud Practices



- **Build** children's print knowledge through shared storybook reading.
- Early experiences with books provide **opportunities** to develop print knowledge.
- Shared book reading is an early learning experience that can **expand** a child's knowledge of print.
- Adults can modify the way they read with children to **focus** their attention on print.
- Book-reading experiences in any setting, provide **explicit** opportunities for children to engage with print concepts.





Can you find the  
chocolate, Sp

**Adults can explicitly help children to look beyond the pictures when looking at storybooks, and also to attend to print in the book.**

This image shows a child's visual attention to print when looking at a storybook. The black dots are her visual fixations when looking at the pages of a book. As you can see, this child (like most preschoolers) focuses almost exclusively on the pictures.





# 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 Print referencing during shared book-reading supports emergent literacy development.



- <https://star.ehe.osu.edu/professional-development/pd-background/pd-why-book-reading/>



# Verbal & Non-Verbal References to Print

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

- ✓ Verbal references: Asking questions and making comments about print.



# Verbal & Non-Verbal References to Print

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

- ✓ Nonverbal references: Pointing and tracking print with our fingers.

<https://star.ehe.osu.edu/professional-development/>



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Demonstration of a teacher using explicit print-referencing techniques when reading the storybook *When Sophie Gets Angry, Really, Really Angry* to a group of children.



<https://star.ehe.osu.edu/professional-development/pd-background/pd-why-book-reading/>

<https://star.ehe.osu.edu/professional-development/>

# Supporting Research for Print Referencing:

- Print referencing can be used by any **adult—parent, educator, SLP, librarian, child-care provider**—when reading with children.
- Print referencing **improves print knowledge** in children who are typically-developing as well as those with learning concerns, including children with disabilities.



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- **Intentionally directing** a child's focus to print during shared book reading is the key to making print referencing successful.

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## STAR Read-Aloud Practices are based on print referencing.

It's designed to boost children's print knowledge.

Print-referencing helps develop emergent-literacy skills for preschoolers

These techniques have been shown to be particularly beneficial for **special population** – children living in **poverty**, developmental disabilities, **culturally and linguistically diverse** backgrounds




# Research

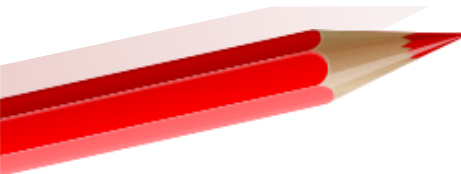
## Essential Instructional Practices in Early Literacy

<https://star.ehe.osu.edu/files/2017/04/Pre-K-Literacy-Essentials-PDF.pdf>

Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). Essential instructional practices in early literacy: Prekindergarten. Lansing, MI: Authors



Reading and Writing materials are not only present but used throughout the classroom environment



These ten practices used in the classroom daily will make a measurable positive difference in literacy achievement.



# Ten Practices

## Group Activity

- Use the article provided on the tables
- Each person will review one of the ten practices
- Summarize it on chart paper
- Be ready to share with whole group.

<https://star.ehe.osu.edu/files/2017/04/Pre-K-Literacy-Essentials-PDF.pdf>

# Three Ingredients for STAR

- Print-rich books
- Explicit discussions about print
- Scope & sequence of instruction



# Components of STAR

## Ingredient #1: Print-Rich Books

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



Print-Rich Books  
have interesting  
features about print  
to discuss!



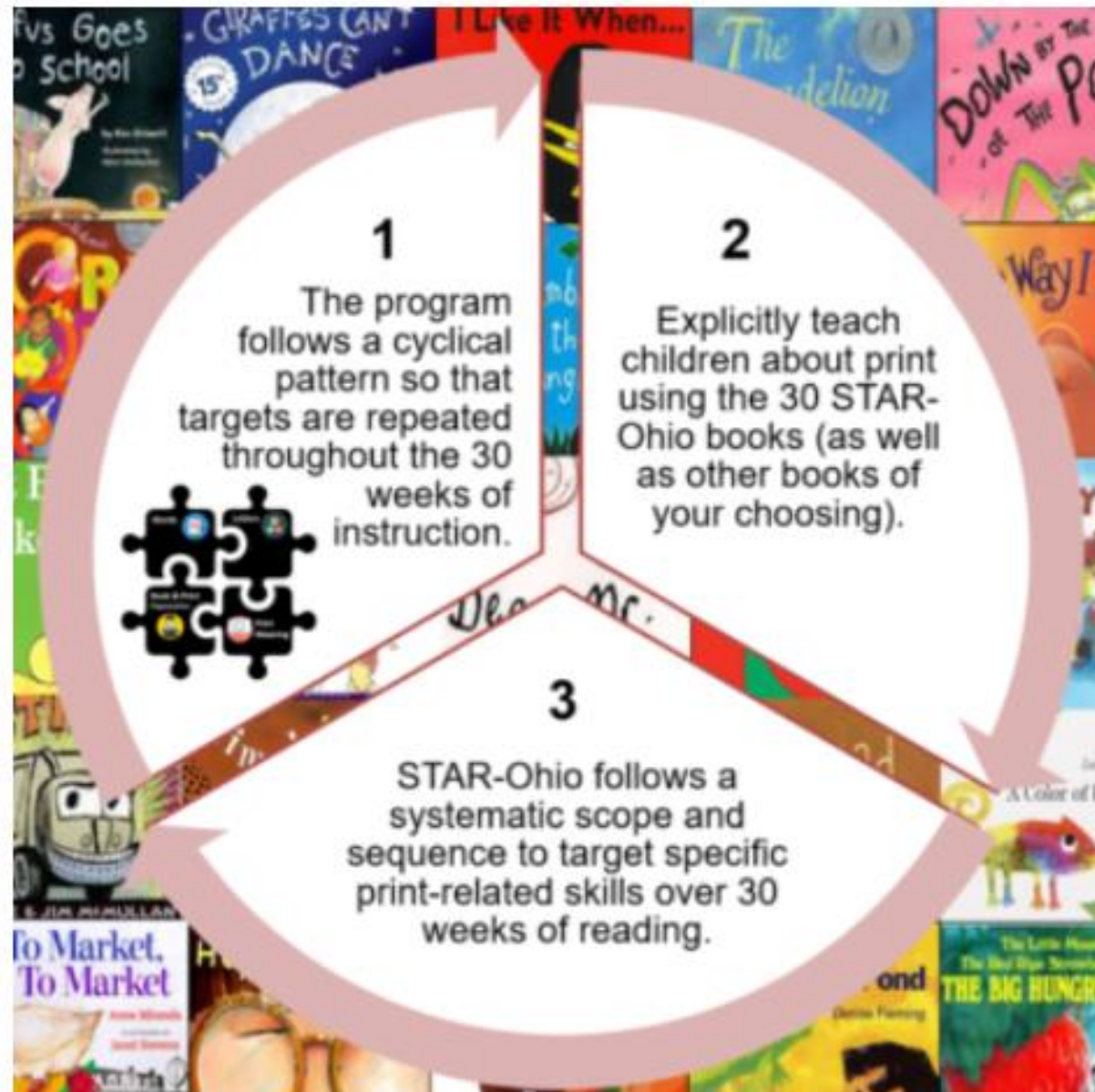


# Ingredient #2: Explicit Discussions About Print



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.”
“Yep, that says, ‘carrot’ on the 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 of Instruction



ADD A F

1. Conduct pre- and post-assessments using screener
2. Follow the 30 week book reading plan
3. Read the scheduled book 4x per week and use STAR cards to guide your reading focus
4. Monitor your progress using reading log

# STAR - Sit Together and Read

## Implementation





**STAR develops four  
areas of print  
knowledge**

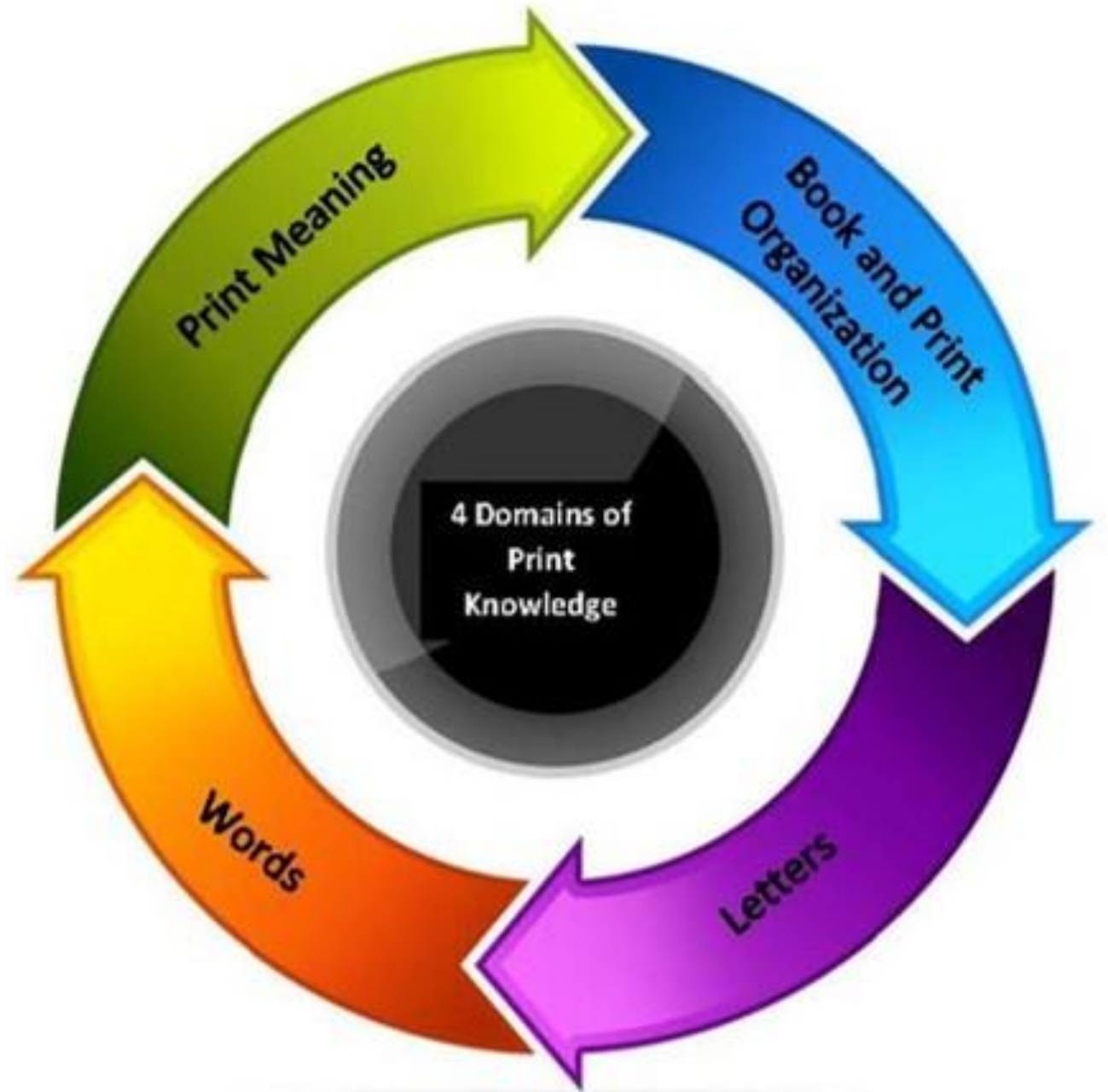
<https://star.ehe.osu.edu/professional-development/pd-background/pd-why-book-reading/star-read-aloud-practices/star-implementation/star-reading-practices/>

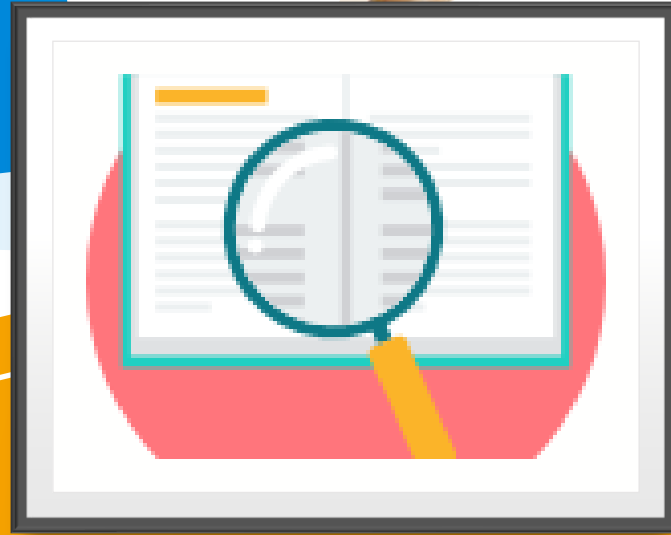
# Print-Knowledge Instruction

Cyclical Sequence –  
print targets are  
presented over and over  
again.

This reinforces through  
repetition.

<https://star.ehe.osu.edu/professional-development/>





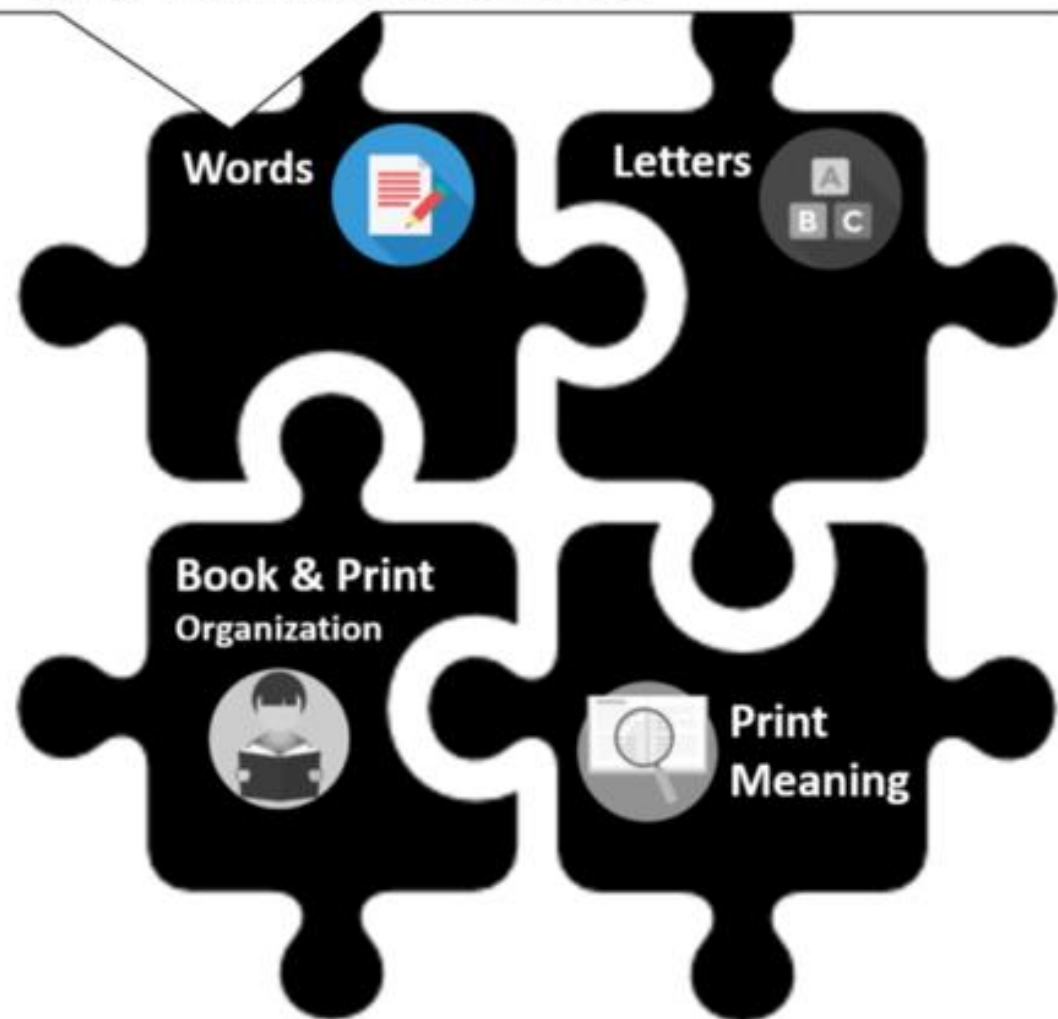
# WORDS



**Words are the basic,  
meaningful unit of print.**

**Knowledge of words as units of print that correspond to spoken language:**

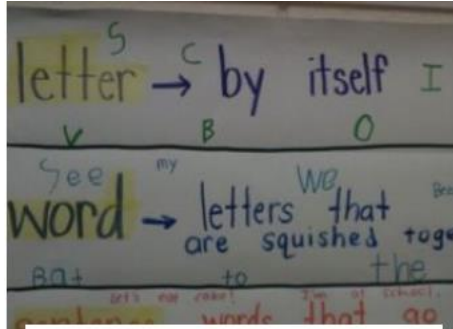
- Concept of word in print
- Words are made of letters
- Written words map to spoken words



Take a look at the stop sign below.  
Here are some print references that elicit discussions  
around words:

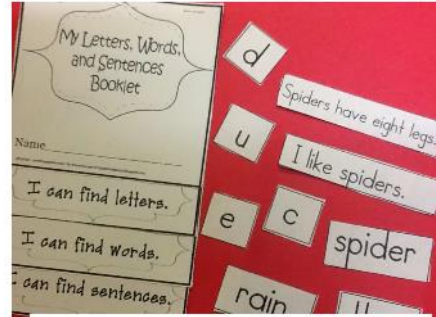


“Is this a word?”  
“What does this word say?”  
“This words says ‘stop’.”  
“This word here is a very  
long word.”



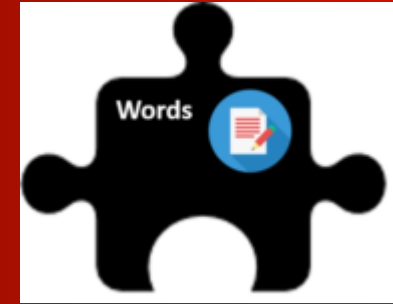
#### Letters vs. Words

Knowledge that written words are different from letters and that words have meaning



#### Short Words vs. Long Words

Knowledge that written words are units of print and comprised of differing numbers of letters

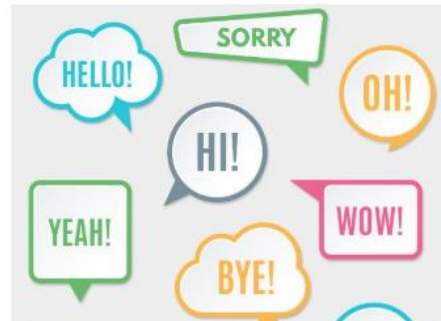


# Word Targets



#### Word Identification

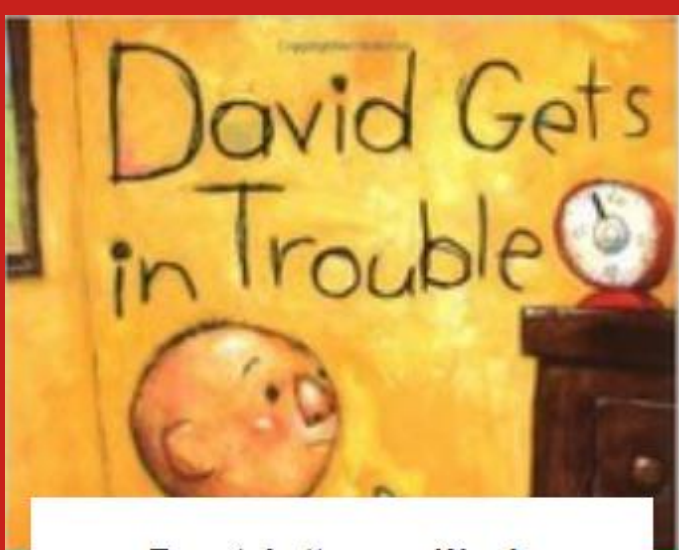
Knowledge of some high-frequency words in print (including name)



#### Concept of Word in Print

Knowledge that as units of print, written words correspond to spoken words





**Target: Letters vs. Words**

**Teacher:** How many letters are in the word “**excuse**”? Chris, I bet you’ll know this because we counted the letters in this word yesterday!

**Chris:** 1-2-3-4-5-6

**Teacher:** Good job! Those six letters make up the word “**excuse.**”



**Target: Word Identification**

**Teacher:** John, this word says, “**whee!**” Let’s point to it and say it together! I bet we’ll see this word again. Remember what it looks like so you can help me read it on the next page!



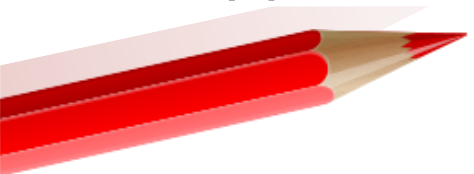
**Target: Short Words vs. Long Words**

**Teacher:** Look at this boy. It looks like he’s jumping up and down! This word (points to “**excited**”) is a long word. It has (*begins counting*) seven letters in it. Is “**excited**” a long word or a short word, do you think?

**The STAR card help guide you by providing examples for how to discuss specific print targets within the context of the book you are reading.**

# Letters

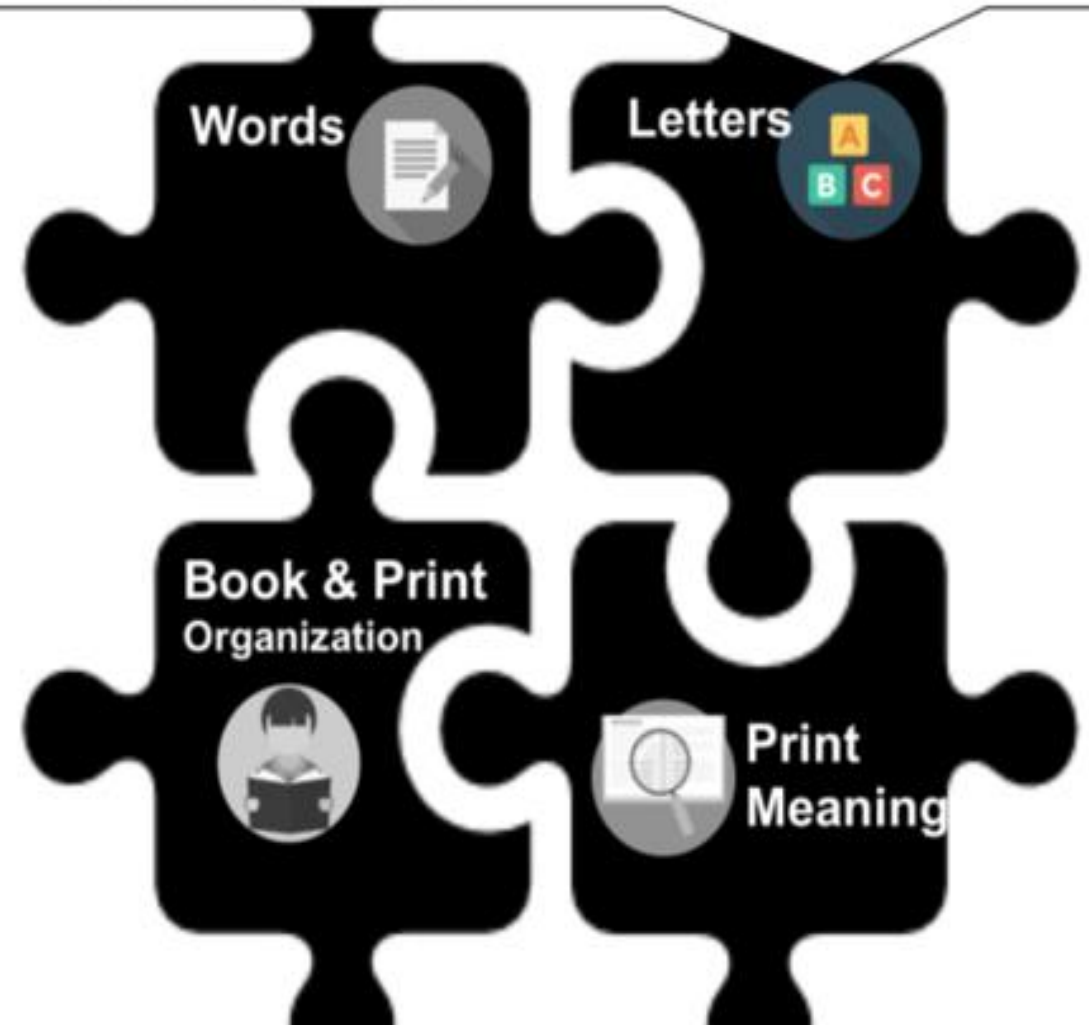
- Letters are the basic graphic unit that are combined to form words.
- There are 26 letters in English, with each occurring in an upper- and lower-case format.



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Knowledge of the distinctive features and names of individual letters:

- letters make up words
- names of the letters
- metalinguistic concept of letter
- letters map to sounds



# Letters



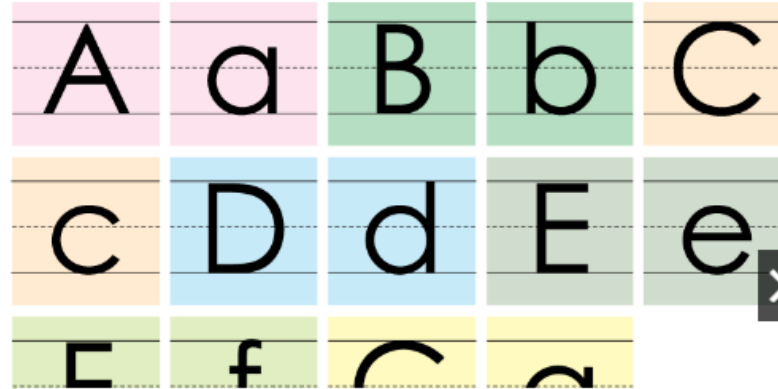
- Print references that elicit discussions around letters:
- “Point to the T.”
- “What are the names of these letters?”
- “See if you can find an upper-case letter on this page.”
- “This letter is the first letter in your name!”





### Letter Names

Knowledge of the names and written symbols for the individual letters



### Upper- and Lower-Case Forms

Knowledge that letters come in two forms and there are rules regarding when to use these forms (e.g., proper names are capitalized)

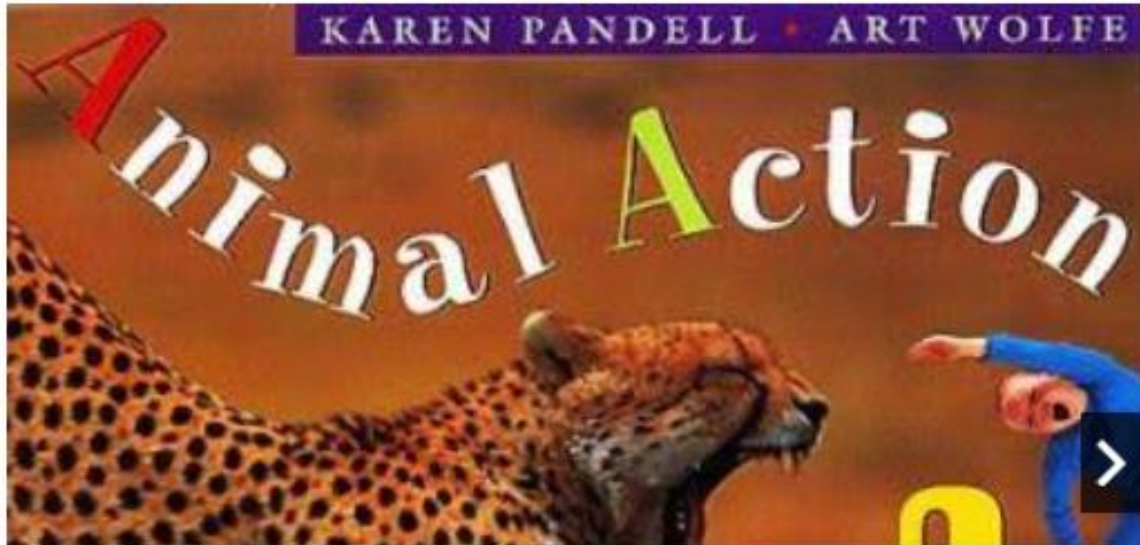


### Metalinguistic Concept of Letter

Knowledge about the functions of letters (i.e., what letters do)

# Letter Targets

# STAR Target Examples



**Target: Letter Names**

**Teacher:** This is the letter **A** (*points to the A*). This is the letter **B** (*points to B*). Who can show me where the **A** is?



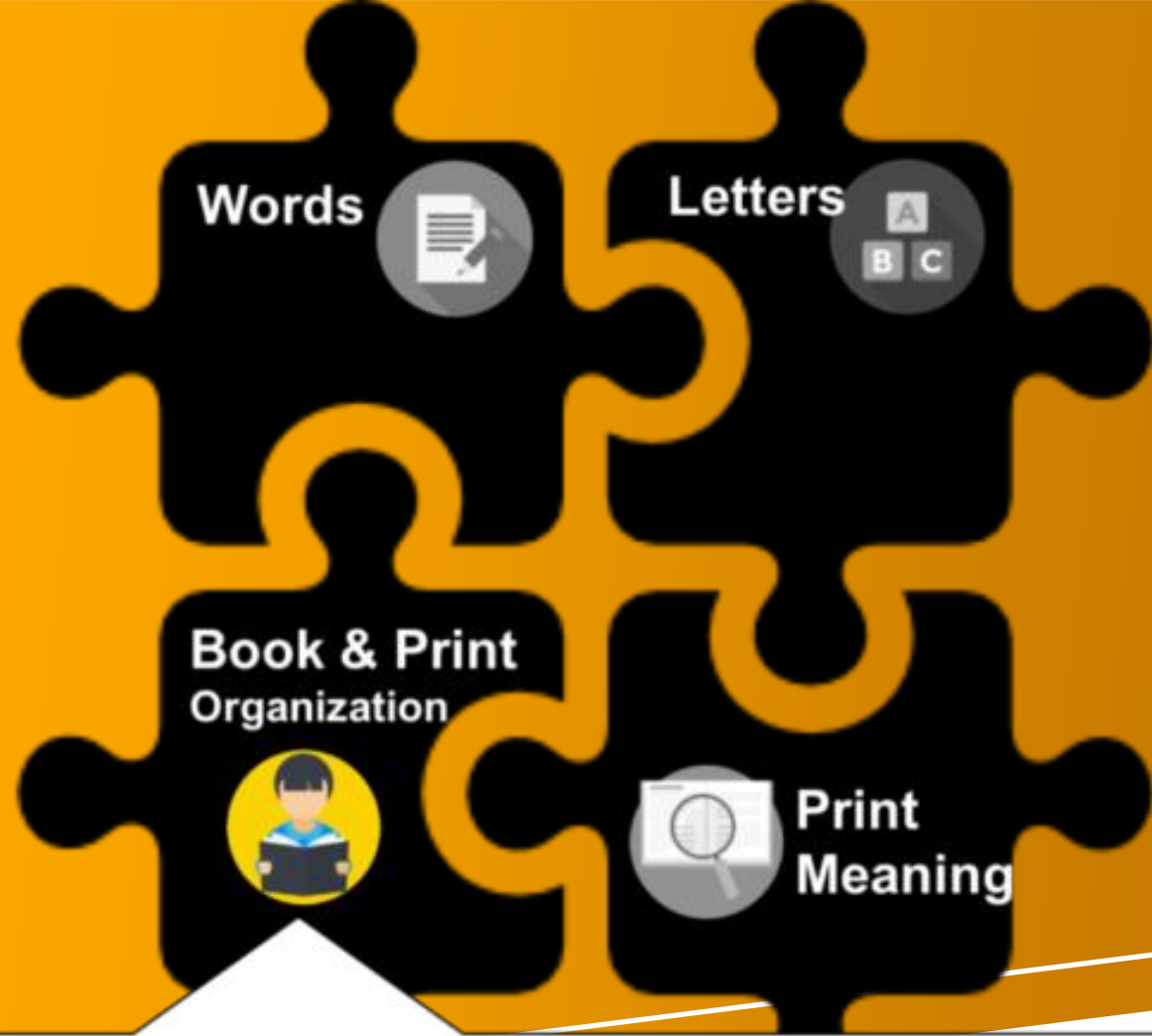
**Target: Metalinguistic Concept of Letter**

**Teacher:** The word “**jungle**” starts with the letter **J**. Jacob knows this because it's the first letter in his name! What other words do you know that start with the letter **J**?

# Book & Print Organization

When children understand book and print knowledge, they understand that the print has its own organization scheme (e.g., move from left to right) and that print is organized in specific genres.

<https://star.ehe.osu.edu/professional-development>



## Knowledge of how books and texts are organized:

- Arrangement of print (print direction, top and bottom of page, page order)
- Book organization (title, author)
- Interest in print
- Structural features and manipulation of book





**Page Order:** Knowledge about the order in which book pages are read

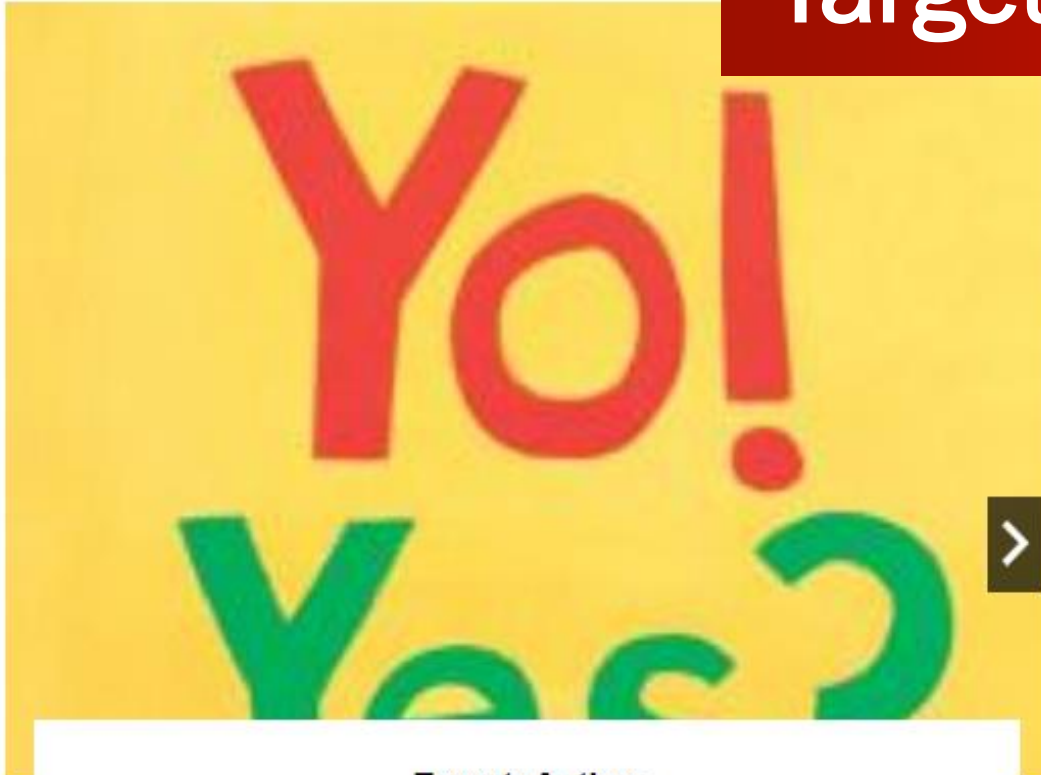
**Title of Book:** Knowledge about the role of the title and the



**Print Direction:** Knowledge that reading in English must occur from left to right

# Book and Print Organization Targets

# Target Examples



## Target: Author

**Teacher:** Peter, let's point together at the author's name on the cover. (*Teacher and child point together at the author's name*)

**Teacher:** The author wrote the book. Chris Raschka is the author.



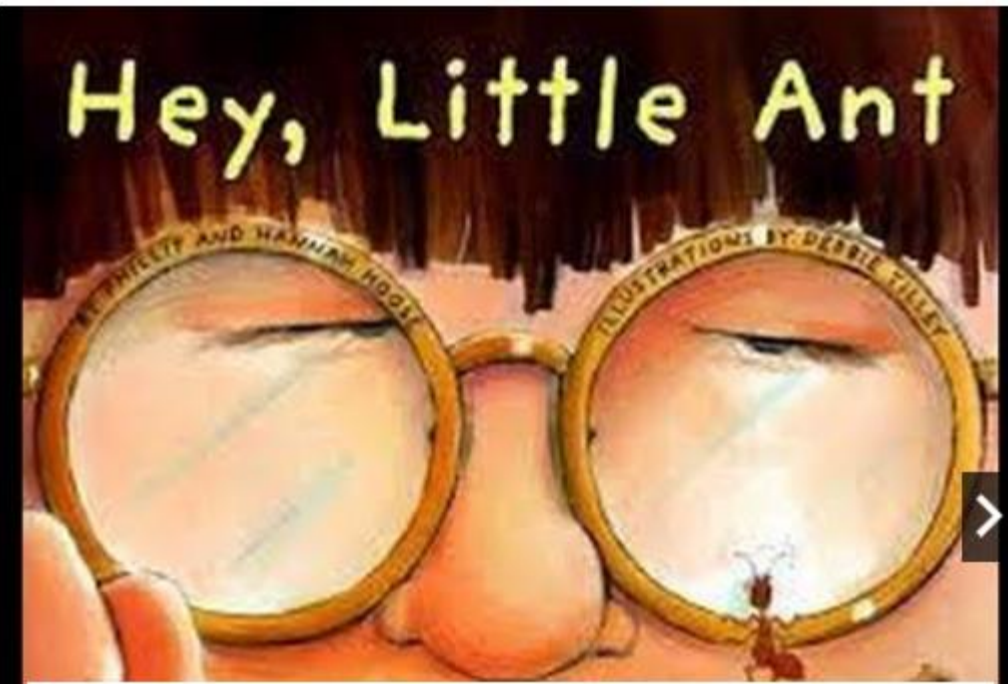
## Target: Print Direction

**Teacher:** When we start reading this book, will we read this way (*runs finger right to left over print*) or this way (*runs finger left to right over print*)?

**Child:** This way (*runs finger left to right*).

**Teacher:** Yes! It would be silly if we tried to read the other way. We wouldn't know what the story said!





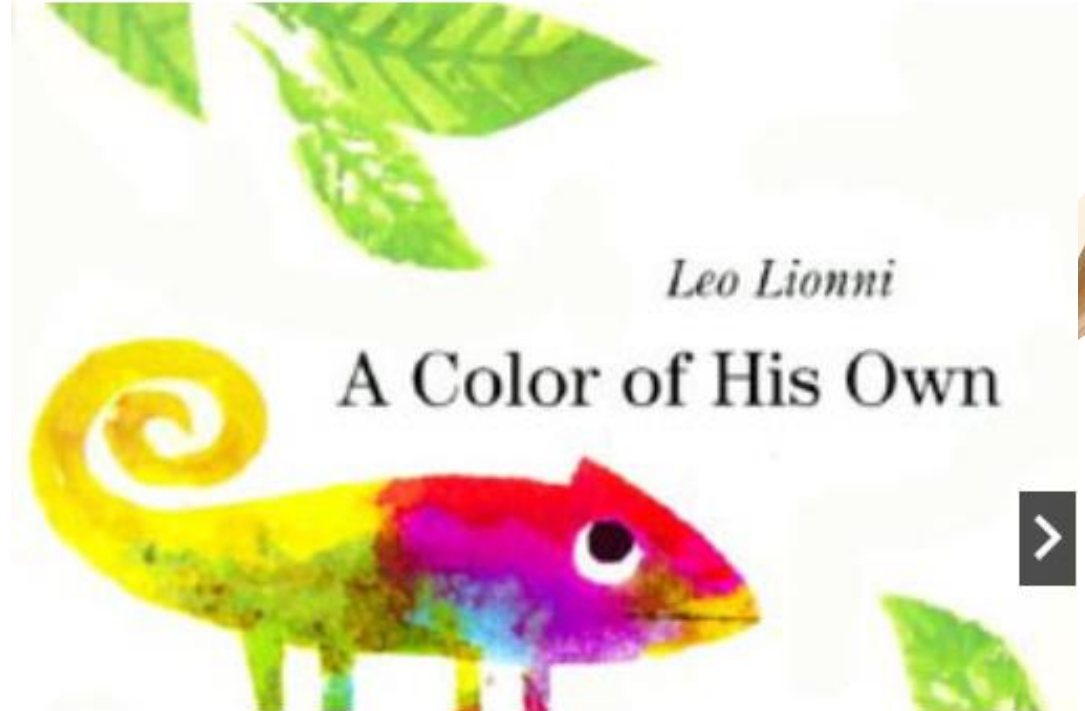
**Target: Top and Bottom of the Page**

**Teacher:** Let's take a look at the cover of this book. Is this the top of the page (*points to the bottom*)?

**Child:** No!

**Teacher:** Is this the top of the page (*points to the top of the page*)?

**Child:** Yes!



**Target: Title of Book**

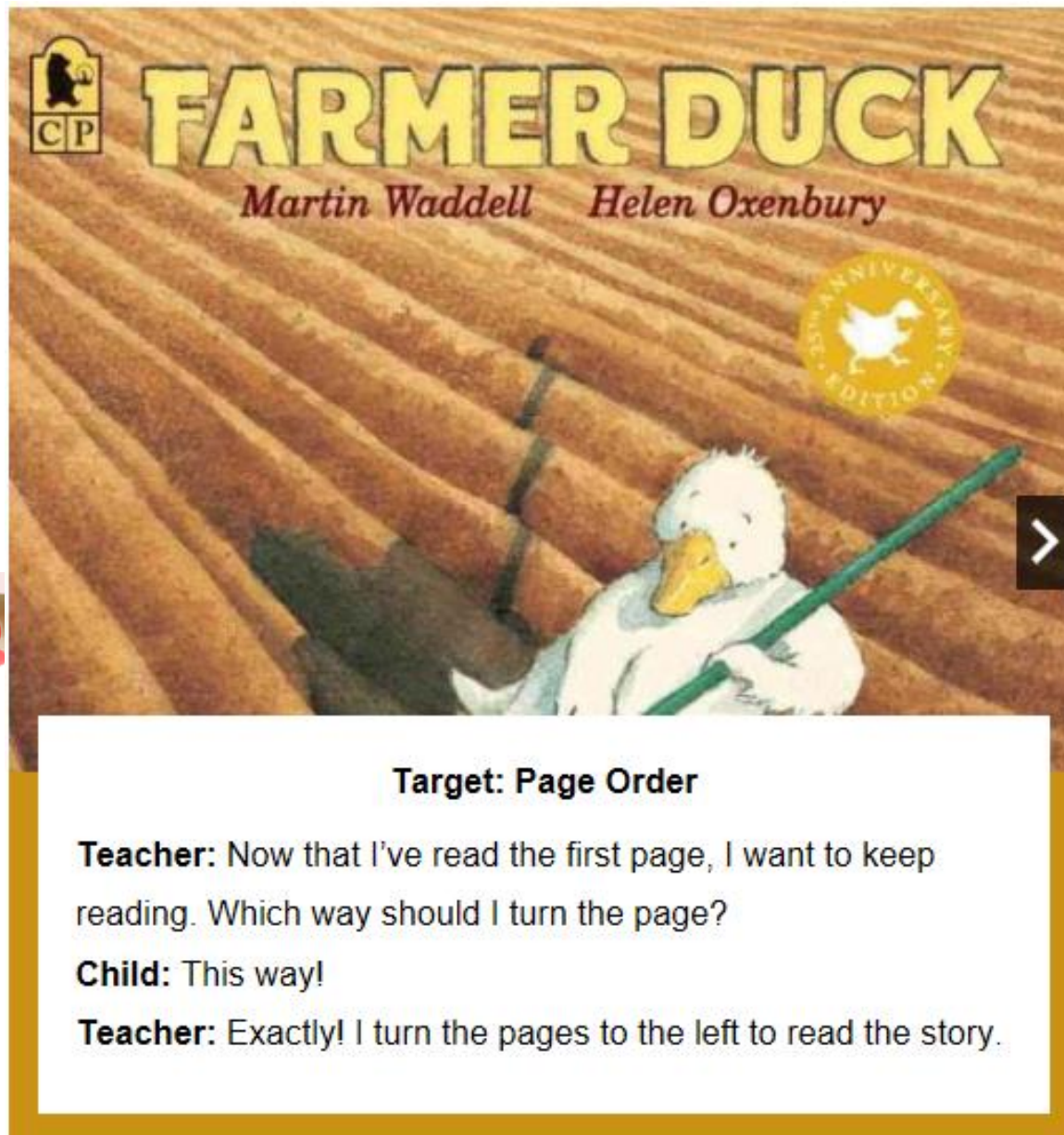
**Teacher:** Where do you think we can find the title of the book?

**Child:** On the front of the book.

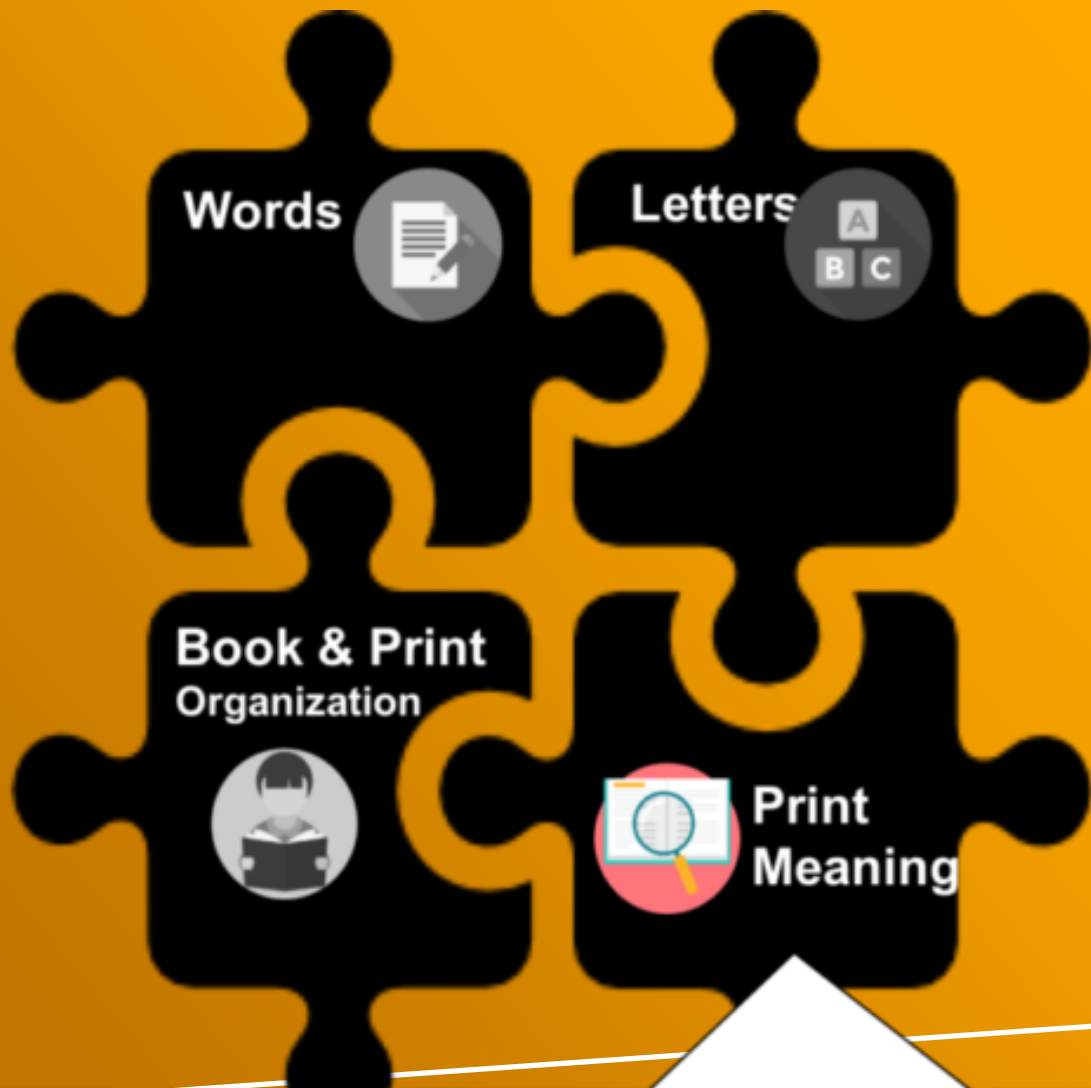
**Teacher:** Absolutely, the title is on the front of the book, and then we can also see it on the title page.

## Target Examples





# Target Examples



**Knowledge of the functions and roles of print:**

- Print carries meaning
- Print is different than pictures
- Print has specific rules
- Metalinguistic concept of reading

# Print Meaning

Print is an object worthy of attention, and print carries meaning.

The **objective** of this domain is that children show interest in print, including specific words and letters, in highly contextualized depictions.

When children begin to understand print, they recognize that print provides meaning to events.



# Print Meaning Targets



## Metalinguistic Concept of Reading

Knowledge that reading is an act in which persons engage for various purposes



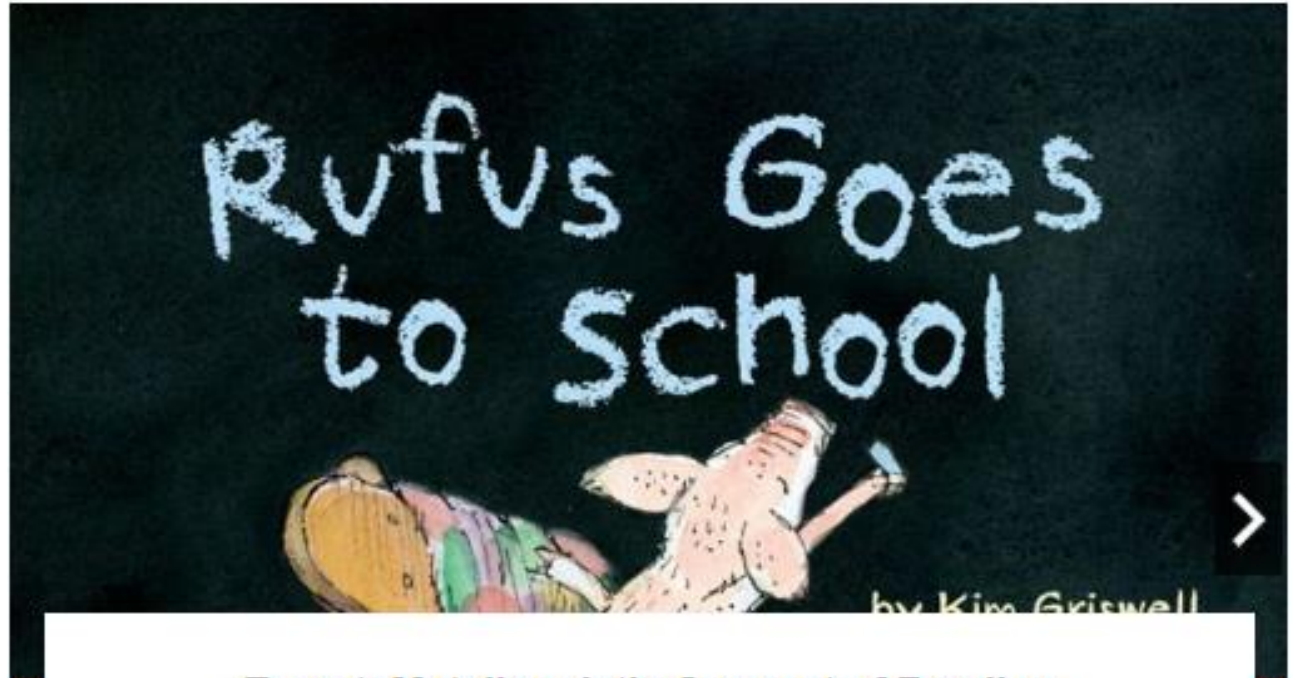
## Print Function

Knowledge that the function of print is to convey meaning




# Target Examples

- The STAR cards help guide you by providing examples for how to discuss specific print targets within the context of the book you are reading.



**Target: Metalinguistic Concept of Reading**

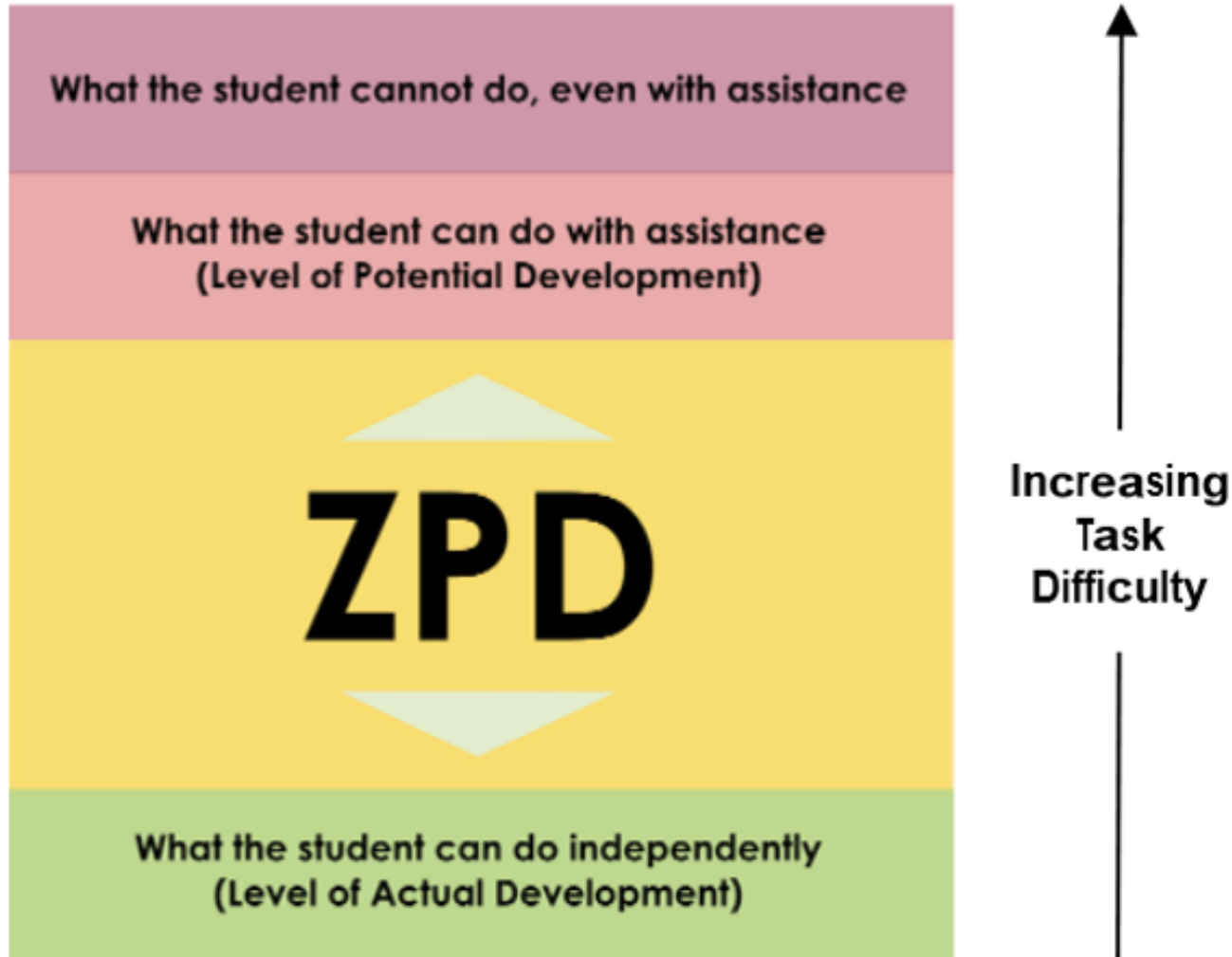
**Teacher:** We're reading a book right now, just like how Rufus is reading his favorite book. Does anyone know why we read stories? Let's come up with some ideas together about what we might learn about Rufus and his first day of school.



***All*** students  
can achieve at a high level  
and it is our collective  
responsibility to provide  
the extra time and support  
to ensure that outcome.

# Scaffolding in STAR

## LOCATING THE ZPD



## Zone of Proximal Development (ZPD)

Scaffolding is often ascribed to the Russian Psychologist Lev Vygotsky (1978)

Vygotsky's theory of instruction emphasizes the need to offer instruction that exceeds a child's current ability; this mechanism is termed scaffolding.

Vygotsky believed that the purpose of teaching was to help children develop skills that they had yet to grasp; thus, instruction must precede development rather than follow it.



# ZPD and Scaffolding

<https://star.ehe.osu.edu/professional-development/pd-background/pd-why-book-reading/star-read-aloud-practices/pd-scaffolding/>

# Why is Scaffolding Important?

Educators need to be sensitive to what a child cannot do and then support the child to do it.

It is important that the selected method of scaffolding empowers a child not frustrate him.

“Scaffolding is most effective when it helps children perform at a level that is much higher than what they can do alone, rather than moving children incrementally along the path of learning and development.”

*(Justice & Pence, Scaffolding with Storybooks, pg.9)*

## STAR suggests teachers use two sets of scaffolding strategies

- High-support strategies: Use these with children who are struggling with a specific concept or task and need support to be successful.
- Low-support strategies: Use these with children who are finding a specific concept or task relatively simple and need to be challenged





# High & Low Support

## LOW SUPPORT

Provided when a child has nearly mastered a skill and needs to be challenged

## HIGH SUPPORT

Provided when a child is struggling and needs a significant amount of help to complete a task



# Examples

## HIGH SUPPORT STRATEGIES

### Co-Participating

Prompts children to produce a correct answer by completing the task with another person.

**Teacher:** Joe, let's point to the top of the page together.

**Teacher:** Which one is an upper-case letter? This one (*points to an upper-case letter T*) or this one (*points to a lower-case letter t*)?

### Reducing Choices

Prompts children to complete a task by reducing the number of choices of correct answers.

### Eliciting the Answer

Prompts children to produce a correct answer to a task by providing an exact model of the ideal response.

**Teacher:** This is the title of the book. It is made up of 3 words. Devon, how many words is the title made up of?

## LOW SUPPORT STRATEGIES

### Generalizing

Prompts children to extend the lesson content beyond the lesson itself—to past or future personal experiences.

**Teacher:** Christy, you knew where we started reading last time. Can you come up and show me the page where I start to read?

**Teacher:** Sarah, you knew that this word **school** on the sign was the same as the word **school** in this sentence. How did you know that?

### Reasoning

Prompts children to explain why something happened or will happen, or to explain why something is the way it is.

### Predicting

Prompts children to describe what might happen next or to hypothesize the outcome of an event/activity.

**Teacher:** Based on what Froggy says here about wanting to play in the snow, how do you think Froggy feels today? What do you think he is going to do today?

# Scaffolding Research

<https://star.ehe.osu.edu/professional-development/pd-background/pd-why-book-reading/star-read-aloud-practices/pd-scaffolding/why-is-scaffolding-important/>



# Sample STAR Card

<https://star.ehe.osu.edu/professional-development>

**Target:** There are two print targets per book. We suggest reading the book four times per week, focusing on both print targets during each book-reading session. Draw attention to each target 2-3 times per session.

**Sit Together And Read**

Rufus Goes to School by Kim Griswell

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Target	Environmental Print															Metalinguistic Concept of Reading														
Don't forget to talk about the highlighted topic 2-3 times as you read this book!																														

**PREDICTING**

*Context: In the book, there is a sign on the school that says, "Elementary School."*

**Teacher:** Here's a sign that looks like one we have outside our building! Can anyone guess what the sign says?

**Children:** School?

**Teacher:** You're exactly right! The sign has the word school written on it.

**REASONING**

*Context: On a page in the book, there is a sign on the school that says, "Elementary School."*

**Teacher:** Sarah, you knew that this word school on the sign was the same as the word school in this sentence. How did you know that?

**ELICITING THE ANSWER**

*Context: in the book, there are pieces of papers with individual alphabet letters written on them that are scattered across the floor.*

**Teacher:** We see letters and words at the top of this page. Who can show me where else we see letters on the page?

**CO-PARTICIPATING**

*Context: in the book, there is a sign on the school that says, "Elementary School."*

**Teacher:** This word is school and this word is school. Ashton, come on up here and help me point to the two words that say school.

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Crane Center for Early Childhood Research and Policy

**Low Support Examples:** There are three strategies that STAR suggests for low support scaffolding: reasoning, generalizing, and predicting.

**High Support Examples:** There are three strategies that STAR suggests for high support scaffolding: co-participating, eliciting the answer, and reducing choices.

**Context:** If you want to use this exact example, here is where to find the page in the book.

**Script:** We provide a script for you to use during the book reading if you want some inspiration!

## What is a STAR Card?

- A STAR card is a specialized resource for STAR Read-Aloud Practices and can be created to match any book. The 30 free STAR cards included on this website match 30 books used in previous STAR projects. Each card cites two print knowledge targets and four scaffolding examples for each target. There are two examples of both High- and Low-Support Scaffolding for each target.

## How can STAR cards be helpful to educators?

- STAR Cards offer suggestions of scaffolding techniques that teachers can use as they read storybooks with their children, but teachers should not feel constrained by the cards. Teachers can use the STAR cards for support until they feel comfortable incorporating their own scaffolding techniques throughout the reading

# Let's Take a Look

- Look through your STAR Cards
- With the book that was provided.
- Review the schedule with the cards



check it  
out



# Learners' Ladders Help you Differentiate

- Too Easy!
- Just Right!
- Too Hard!



## High Support If the Activity is Too Hard

- **Eliciting:** Provides children with the correct answer to a task by providing an exact model of the ideal response
- **Co-Participating:** Provides children with the correct answer to a task through their completion of the task with another person – the teacher or a peer
- **Reducing Choices:** Helps children to complete a task by reducing the number of choices of correct answers



## Eliciting: Examples

“Rug and hug rhyme.  
Do rug and hug  
rhyme?”

“Fan and phone both  
begin with the ‘ffff’  
sound. Do fan and  
phone begin with the  
same ‘fff’ sound?”





## Eliciting: Let's Practice!

Eliciting	Your Turn
<i>Cathy, look- the letters are in the coconut tree! Where are the letters?</i>	

SCHOOL



## Key Skills of Print Knowledge



## Co-Participating

“This is the jaw on the animal. That’s a new vocabulary word – jaw. Angela, say that word with me...jaw.”

“Jose, bat and cat rhyme. Let’s say it together: bat, cat.”





## Co-Participating: Let's Practice!

Co-participating	Your Turn
These words say Chicka Chicka Boom Boom. I'll point and say each word- Rashaun, read them with me.	



## The Reducing Choices Strategy

- Use to teach new words
- Limit the number of options; 2-3 choices presented
- Helps child to focus on the correct answer: Increase likelihood of participation



**High Support  
Strategy**

It's important that the correct answer is always provided for the child.



Whether it's in the form of an adult correction, or a repetition of the child's correct response.

**Teacher:** I'm looking for the picture on this page of a *racket*. Is this a *racket* (points to a picture of a tennis racket) or is this a *racket* (points to the picture of a tennis ball)?

**Child:** That one (points to the picture of a racket).

**Teacher:** You are right, that's the *racket*. Let's say it together...*racket*.





## Reducing Choices: Examples

Think about when Katie Sue was howling at the other children. Did she howl at them when she was angry or happy?

“Romping means to run around and play. Would the children be romping around in the classroom or on the playground?”



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Think about when Katie Sue was howling at the other children. Did she howl at them when she was angry or happy?

“Romping means to run around and play. Would the children be romping around in the classroom or on the playground?”



## Reducing Choices: Let's Practice!

Reducing Choices	Your Turn
Cathy, were the letters in a coconut tree or in a house?	



## Low Support If the Activity is Too Easy

- **Reasoning:** Asks children to explain why something happened or will happen, or to explain why something is the way it is
- **Generalizing:** Asks children to extend the lesson content beyond the lesson itself – to past or future personal experiences
- **Predicting:** asks children to describe what might happen next or to hypothesize the outcome of an event/activity



## Reasoning: Examples

“Some animals have big jaws and some animals have small jaws. Why may animals have different size jaws?”

“Melissa, look at this page. It has only pictures. Why can’t I read this page?”



## Reasoning: Let's Practice!

Reasoning	Your Turn
<i>All the big letters came to rescue the little letters. Where do you think the big letters were? Why weren't they climbing the tree with the little letters?</i>	





## Generalizing: Examples

“Tell me about a time when you saw someone howling because he or she was mad or upset.”

“We talked about rhymes before. Do you remember what a rhyme is?”



## Generalizing: Let's Practice!

Generalizing	Your Turn
<i>“Words in the book tell us the story. In our room, words give us information about people in our class. An important word is your name. If you see your name on something, what does it tell you about that thing?”</i>	



## Predicting: Examples

“What will  
happen  
next?”

“What do you  
think they will  
find?”



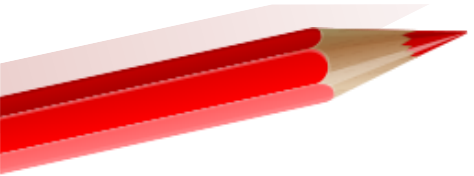


## Predicting: Let's Practice!

Predicting	Your Turn
<i>We just learned that the word chicka has two parts – chick-a. Do you think the word boom has more or less parts than the word chicka?</i>	



# Questions?



ADD A FOOTER