

STAR ACTIVITY

You are your child's star!

This star handout is designed to be used as part of a parent workshop or staff training. It is designed to help adults—library staff, child care providers, parents—think about how they can enrich children's language and literacy development. We do this by relating the activity to the early literacy skills children need to be ready to learn to read.

The star idea allows you to say, "You are your children's star. You have the power to help your children enter school ready to learn to read."

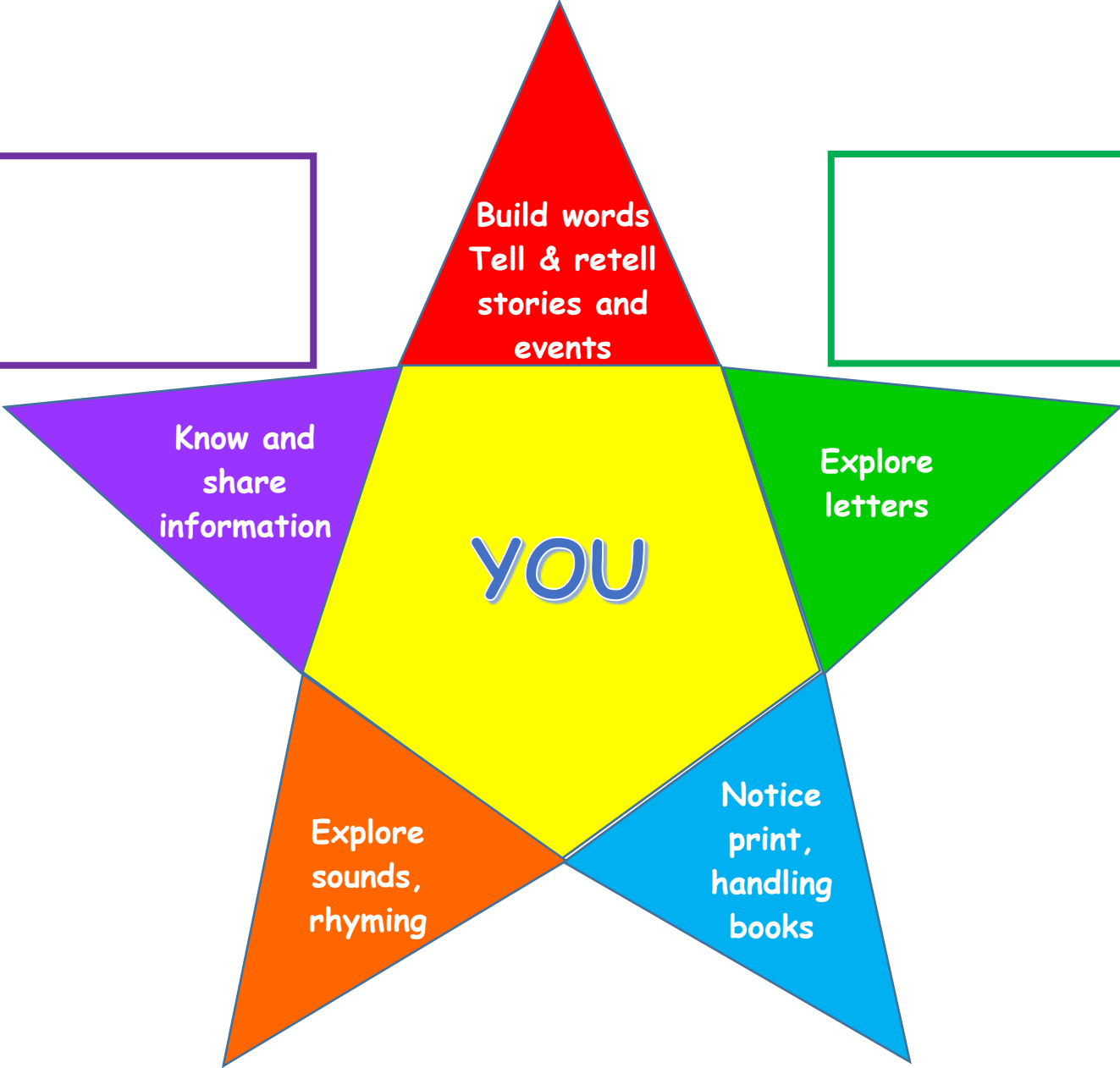
This form was conceived with the idea that workshop participants would go from one station to another, each with a different activity. A blank star handout is given out to each person at each station. The activity station can be a craft, one easily replicated at home, or simulations of what might be happening at home, such as cooking, bath time, or going shopping.

In this document, the first star graphic is the blank that is given to the adults, one per person per station. If you want just this blank, [click here for Word](#), [here for pdf](#). The remaining pages are examples of activities and a few examples of ways to support early literacy. There are, of course, many more options for both the activity stations and for ways to support early literacy.

It is helpful to let participants know that some activities lend themselves more easily to some of the skills than others. This is a brainstorming activity that can lead to sharing experiences and to some good discussion.

Have fun!

Connecting
Activities
to Early
Literacy



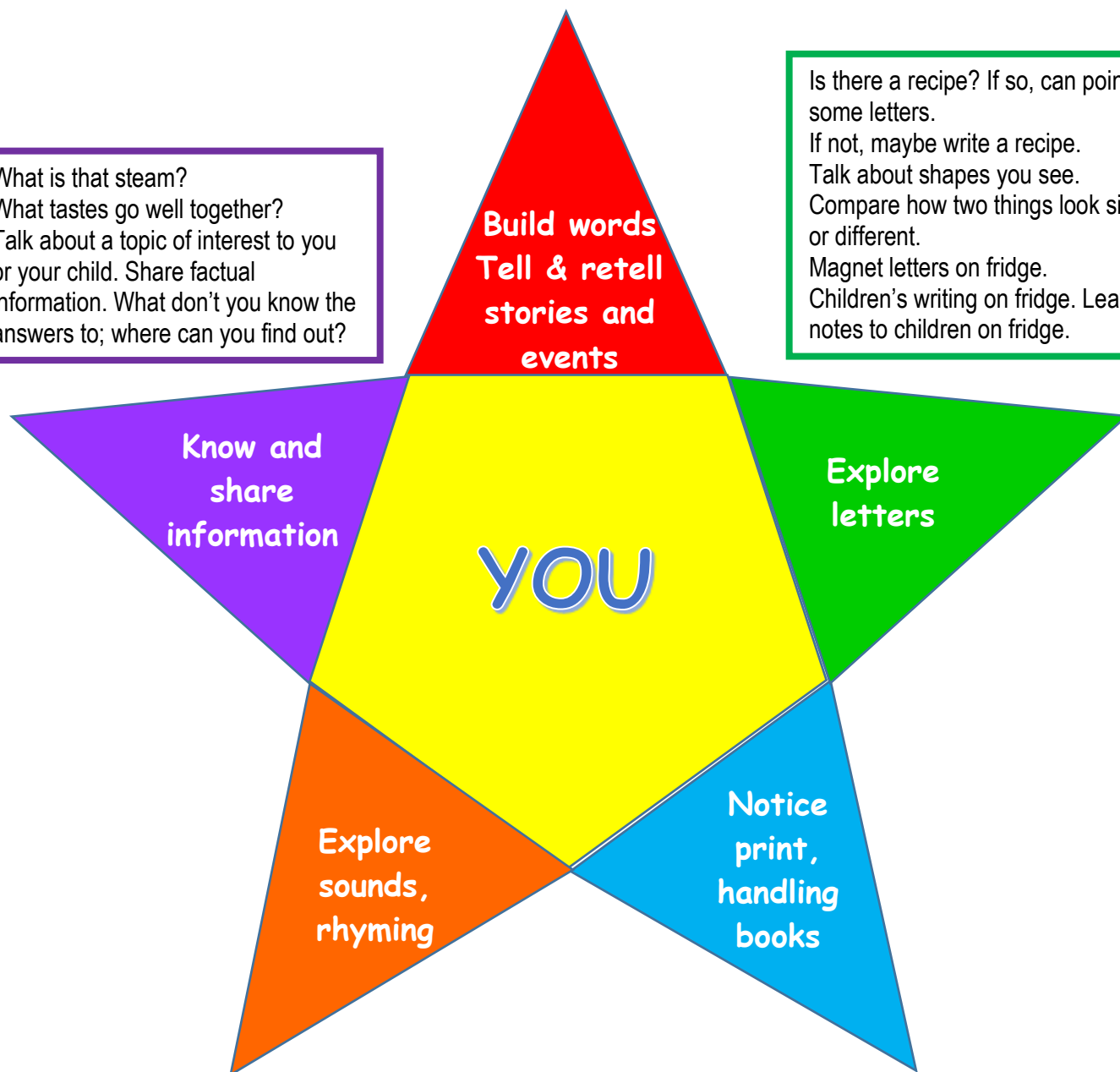
Cooking or Meal Time

May include: pots, pans, measuring cups, utensils, plates, silverware, food

What words might you add that your children do not know? Can you add words that describe—taste, texture?
Words for measurement—fill it three-quarters full.
Have child tell what they are doing in sequence, in order. What will we do next?
Talk about memories—have child tell you . . . remember when . . .

Is there a recipe? If so, can point out some letters.
If not, maybe write a recipe.
Talk about shapes you see.
Compare how two things look similar or different.
Magnet letters on fridge.
Children's writing on fridge. Leave notes to children on fridge.

What is that steam?
What tastes go well together?
Talk about a topic of interest to you or your child. Share factual information. What don't you know the answers to; where can you find out?



Listen to cooking sounds—water boiling
What kind of music and rhythm can you make with pots and utensils?
Sing a song—This is the way we . . .

Maybe your child is pretending this is a restaurant. What is the name of the restaurant? Make a sign. Need a menu?
An interesting placemat—what does it say/

Make a Puppet

Make a puppet using paper and markers/crayons.

Have the child tell a story with the puppets they have made.
Adult adds less familiar words, building on what the child has said.
Adult asks open-ended questions to build on the story, build imagination. Follows child's lead.

When following the child's story, is there any factual information you might add?
What questions can you ask to support problem-solving?

Talk about shapes you see in the child's drawing.
Child can write/scribble own name or name of character.

**Build words
Tell & retell
stories and
events**

**Know and
share
information**

**Explore
letters**

YOU

**Explore
sounds,
rhyming**

**Notice
print,
handling
books**

Are any of the puppets animals? What sounds do they make?
In the story, are there any environmental sounds, like a doorbell, or sound of a car or airplane? Add these sounds.
Does any character sing a song?

What signs might you make to support what the child's story is about?

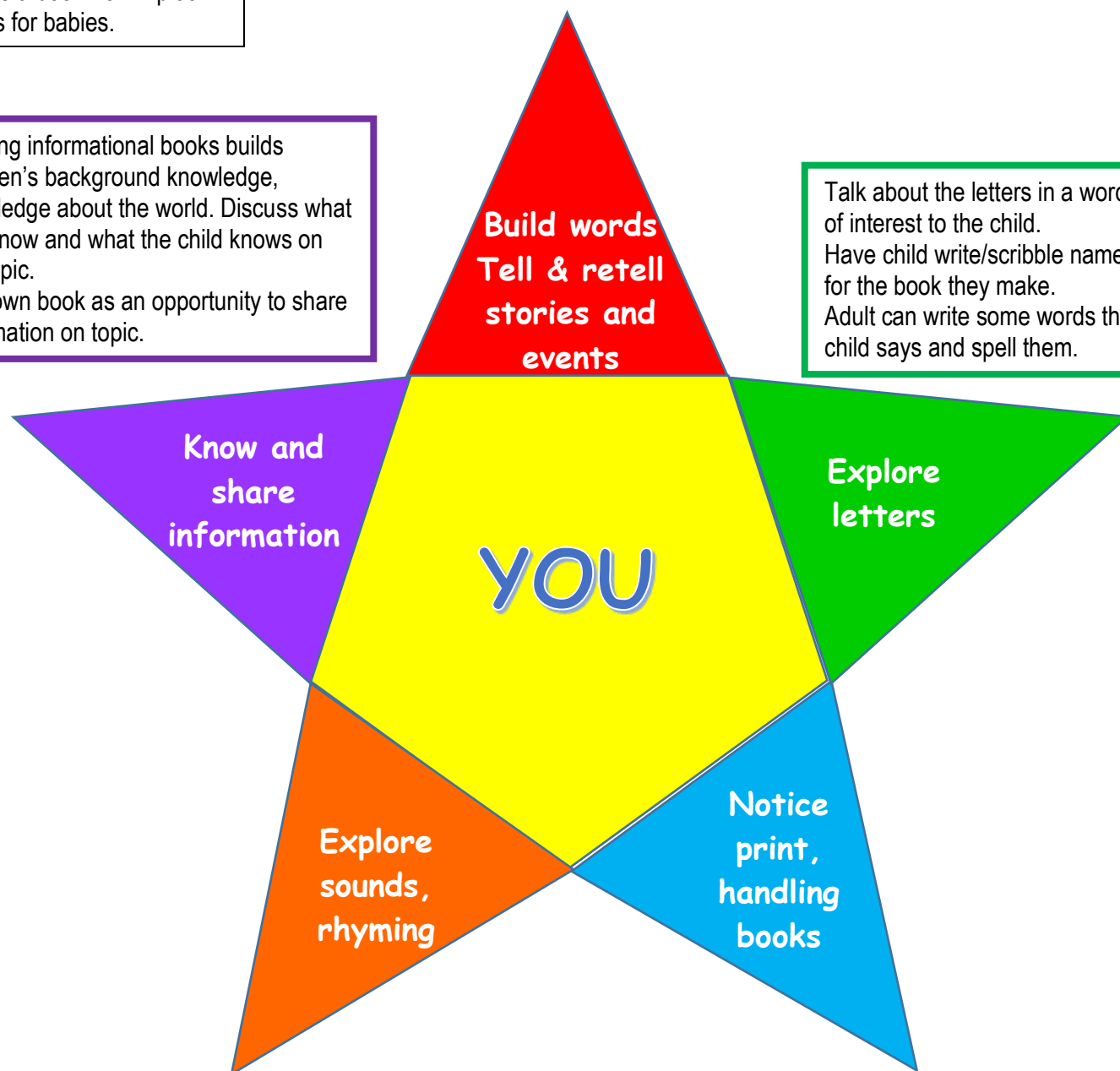
Factual Books Make-a-Book

Display of factual books for young children.
Make a Book from a sheet of paper.
Make a book from ziplock bags for babies.

Explore interesting words found in factual books
Draw a story in your book, tell the story.
Draw what you know on a factual topic.

Sharing informational books builds children's background knowledge, knowledge about the world. Discuss what you know and what the child knows on the topic.
Use own book as an opportunity to share information on topic.

Talk about the letters in a word of interest to the child.
Have child write/scribble name for the book they make.
Adult can write some words the child says and spell them.



Book child makes may include rhyming words, sounds of animals or other environmental sounds, alliteration.

Making a book helps children learn how books work, direction of text, title page, author and illustrator
Factual books may have table of contents, glossary, picture captions, index.

Block Play

Use containers like cereal boxes, cans, etc.

Talk with child about what they are making, adding new words and ideas.
Encourage child to tell story or tell you what they are doing with the blocks.
Make comments or ask questions to encourage problem solving and imaginative play.

What information can be added to what they know? To what they are telling you?
Ask questions to explore balance, what blocks of different sizes or shapes can do, how they work together or not.
Engage child in problem solving.

Talk about shapes.
Talk about turning blocks around different ways, how they fit.
Talk about how blocks or structures look similar and different.
Play matching games.



What sounds can be added to their play?

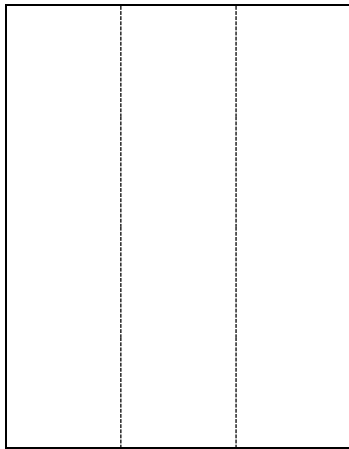
What is the child making? Can you add signs or logos or other printed materials to their play?

Make a Talking Puppet

You can use this pattern to make all kinds of puppets that can talk. Encourage your child to make the puppet talk. In this way your child develops narrative skills, the ability to say what happens and to tell stories. You can make puppets for everyone, including yourself!

Use 8 $\frac{1}{2}$ " x 11" paper.

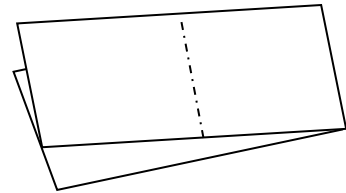
1. Fold into thirds



2. Fold in half

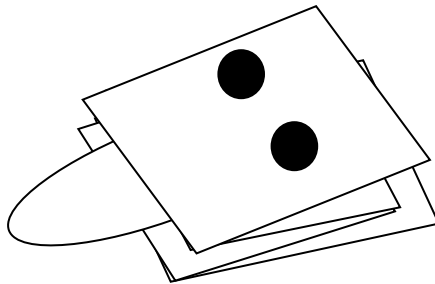


3. Fold each half backwards



4. Color your puppet.

Put your fingers in the top opening and your thumb in the bottom opening.



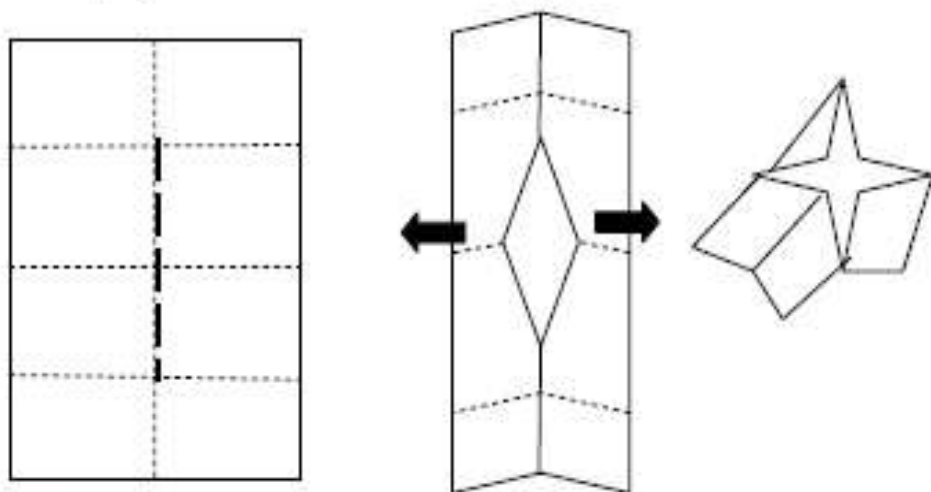
Make a Book

You can use this book in so many different ways—to have them draw and tell their own story; to draw items related to a theme and then talk about them; to draw shapes, to draw letters, etc.

What You Need: One piece of paper
Scissors
Crayons or washable markers

What You Do: Follow the illustrations to make a book. If you want you can hand out pre-folded paper with the slit already made.

1. Fold paper in half lengthwise. Then fold in half horizontally and in half again so there are three lines going across. Unfold the paper.
2. Cut the center line of the middle two squares. Slightly fold back along the longer fold and pull out the middle horizontal folds. The paper looks like a cross.
3. Fold the flaps together to make the book. You have an 8 page book!



What You Say:

What you say will vary according to what you have them do with the book. If they are drawing shapes, you would talk about the shapes, perhaps look around and see what things around them have those shapes.

If they are drawing letters, talk about the letters in their name, letters they see in signs.

If they are drawing parts of a story, have them retell the story using their book.

If they are drawing different things—whatever they like, they can tell the adult about what they drew.

Early Literacy Aside:

No matter which way you use your book, you can support different skills, letter knowledge, print awareness, vocabulary and narrative skills.

