


PRINT AWARENESS: PARTNERING WITH FAMILIES USING THE SIT TOGETHER AND READ (STAR) AT HOME PROGRAM

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SESSION GOALS

- 1. Describe the reasons for increasing children's print awareness.**
 - 2. Begin to understand Epstein's 6 tenets for Family Engagement.**
 - 3. Consider one way to partner with families to increase print awareness: STAR at Home.**
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EMERGENT LITERACY


- ▶ Emergent literacy skills are the specific abilities and interests that children acquire before they become conventional readers
 - ▶ Emergent literacy involves the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing (Whitehurst & Lonigan, 1998)
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PRINT AWARENESS

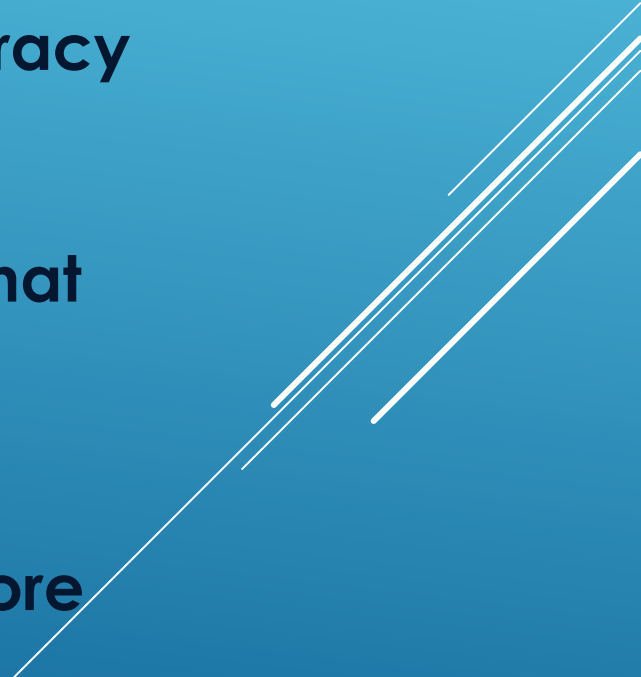
- ▶ **Print is meaningful**
 - ▶ **Print differs from other symbols**
 - ▶ **Print has many rules**
 - ▶ **Letters are important symbols**
 - ▶ **Letters make up words**
 - ▶ **Letters correspond to sounds**
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PRINT AWARENESS


▶ There are **FOUR DIMENSIONS** of print awareness

1. **Book & Print Organization**
 2. **Letters**
 3. **Print Meaning**
 4. **Words**
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WHY INCREASE PRINT AWARENESS?

- ▶ **Early experiences with books provide opportunities to develop critical emergent literacy skills**
 - ▶ **Children from the ages of 3-5 rapidly develop print awareness when adults engage in activities to build their early literacy skills.**
 - ▶ **Children with strong print awareness skills understand that written language carries meaning, much like spoken language carries meaning.**
 - ▶ **Children who struggle with print awareness skills are more likely to struggle with learning to read.**
- 

DEVELOPING PRINT AWARENESS

- ▶ Concepts of print are developed through the deliberate and active intervention of parents, caregivers, and teachers who point out letters, words, and reading materials in the child's environment.
 - ▶ STAR and STAR at Home are programs that build these elements into high quality read-aloud experiences.
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PARTNERING WITH PARENTS


▶ Nationally:

- ▶ NAEYC advocates for programs to implement programs to support family engagement
- ▶ Head Start has a family engagement requirement

▶ In Ohio:

- ▶ Ohio's ESSA state plan, and Each Child, Our Future: Ohio's Strategic Plan for Education both highlight partnership with families and stakeholders as a "core principle."
- ▶ Program licensing rules specify that parents are to be welcomed and encouraged to participate
- ▶ SUTQ requirements include an increased level of family engagement activities for each additional star earned

PARTNERING WITH PARENTS

- ▶ Improves children's learning opportunities
 - ▶ Provides a mechanism for addressing challenges
 - ▶ Requires reciprocal relationships and communications
 - ▶ Uses specific activities that foster school-family collaboration.
 - ▶ Highlights the role of teachers to empower families to effectively engage in home learning activities.
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EPSTEIN'S 6 TENETS OF FAMILY ENGAGEMENT

①

PARENTING

Help families to establish a positive home environment.



②

COMMUNICATING

Develop effective means of school-home and home-school communication on child's progress



③

VOLUNTEERING

Provide a range of opportunities for families to be involved in school activities



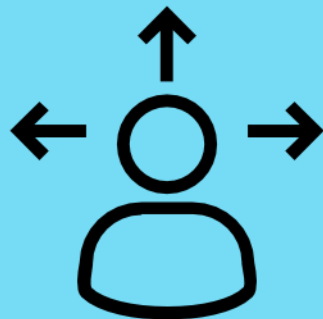
(Epstein & Sanders, 2006)

EPSTEIN'S 6 TENETS OF FAMILY ENGAGEMENT

④

DECISION-MAKING

Involve parents in school decision, soliciting input.



⑤

COLLABORATING WITH COMMUNITY

Seek opportunities to utilize community resources that support school and home activities



⑥


LEARNING AT HOME

Providing ideas and suggestions to families to help their children with various learning activities




(Epstein & Sanders, 2006)

STAR AT HOME MAIN ELEMENTS

- ▶ **Engagement:** Remember – engagement is different from involvement (NAEYC, 2009)!
 - ▶ **Authenticity:** Teachers and school are the agent for truly engaging with parents in authentic and sustainable ways
 - ▶ **Communication:** Engagement requires guidance from teachers, but depends on two-way communication
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STAR AT HOME

FOSTERS FAMILY ENGAGEMENT THROUGH:

- ▶ Giving guidance and tips for high-impact home-learning activities
 - ▶ Providing coherence and connections between school-and-home learning
 - ▶ Directly communicating with parents over common experiences
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STAR AT HOME

Using a journal supports family engagement:

- ▶ Gives you concrete information about what is happening at home
- ▶ Provides an opportunity for parents to think and reflect – a “meta” task
- ▶ Provides parents with the opportunity to be actively engaged in their child’s learning...with YOUR help and support

STAR AT HOME HAS BEEN RESEARCHED

- ▶ **A 5-week pilot study was conducted in 2017-18.**
 - **36 teachers attended a PD session regarding print knowledge, STAR Read Aloud Practices, and how to use STAR reading materials as a tool for fostering family engagement**
 - **Teachers and families completed an initial survey about reading practices and family-classroom engagement**
 - **Teachers and families were supposed to read the same book each week, and communicate via the provided STAR at Home journals**
 - **Teachers and families completed a final exit survey about successes and challenges of the program**

STAR AT HOME PILOT OUTCOMES

▶ Families saw a purpose and benefit

- All responding parents perceived the program to be beneficial for their child, and perceived the engagement activities (journals, reading same books at home and school) to be beneficial

▶ Positives

- Families enjoyed the books and the STAR cards to follow along
- Receiving book kits was exciting for the kids, who enjoyed telling parents about the story they had heard that week in school – parents enjoyed the reinforcements

▶ Challenges

- Not great timing – beginning of the year would be better
- One week (Mon-Fri) is too short to read twice and comment in the journal

STAR AT HOME RESEARCH CONTINUES

- ▶ Researchers at OSU continue to collect data from Early Literacy Pilot Project participants about the use of and outcomes from STAR and STAR at Home.
- ▶ All early childhood programs in Ohio are invited to use the program
 - ▶ <https://star.ehe.osu.edu/star-ohio/>

STAR AT HOME WORKS LIKE THIS

▶ There are 4 parts of the program:

1. Print-rich book

2. Explicit discussions about print

3. Scope and sequence of instruction

4. Parent involvement and interaction through journals

INGREDIENT #1: PRINT-RICH BOOKS

How do I know
if a book is
print rich?



And this year when the day arrived
poor Gerald felt so sad,
because when it came to dancing
he was really very bad.

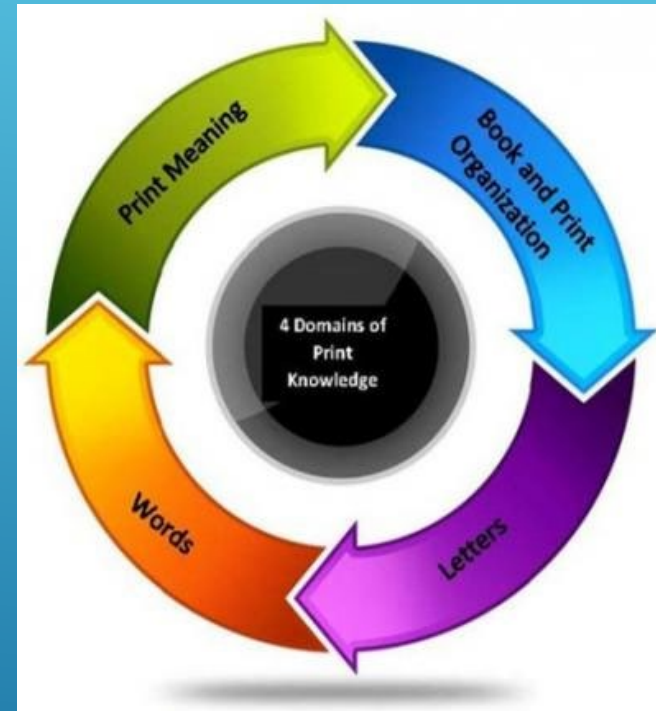
INGREDIENT 2: EXPLICIT DISCUSSIONS ABOUT PRINT

STAR Dialog	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 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?

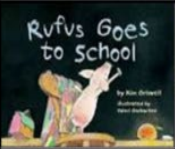

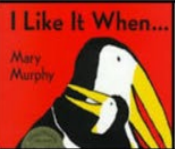












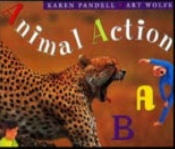


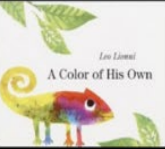
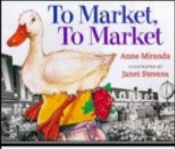


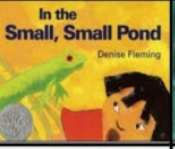






INGREDIENT 3: SCOPE AND SEQUENCE

The program follows a cyclical pattern so that print targets are represented over and over

This is done so that the targets are reinforced through repetition.



STAR Book List

				
Week 1	Week 2	Week 3	Week 4	Week 5
				
Week 6	Week 7	Week 8	Week 9	Week 10
				
Week 11	Week 12	Week 13	Week 14	Week 15
				
Week 16	Week 17	Week 18	Week 19	Week 20
				
Week 21	Week 22	Week 23	Week 24	Week 25
				
Week 26	Week 27	Week 28	Week 29	Week 30

FOUR-FOLD SCOPE & 15 OBJECTIVES

1. Book and Print Organization ('print concepts')
2. Print Meaning
3. Letters
4. Words

SEQUENCE IS CYCLING

STAR AT HOME

STAR AT HOME JOURNAL

WEEK 2

Book Title: Rumble in the Jungle

Reading Session	Date (mo/day/year)	Which book targets did you address with this reading? (Check all options that apply)	How many times did you hit each book target? (Write N/A if not applicable)	Did your child enjoy this session? (Circle one)
1	05/01/2017	<input checked="" type="checkbox"/> (1) Word Identification <input checked="" type="checkbox"/> (2) Concept of Letter	(1) 1 (2)	No Some Yes
2	5/02/2017	<input type="checkbox"/> (1) Word Identification <input type="checkbox"/> (2) Concept of Letter	(1) (2)	No Some Yes



Please record your thoughts on this week's reading below.

Your thoughts:	Teacher comments:
One aspect of this book my child really enjoyed was... <i>Learning about all the animals and what they all can do.</i>	
Something new my child learned while reading was... <i>That the tiger Roars</i>	
One print topic my child might need extra help with is... <i>Sounding out words and word recognition</i>	<i>It takes a lot of practice but he will get there ☺</i>
Additional comments: <i>Hayson has really enjoyed helping read the books and listening to the stories.</i>	<i>I've noticed in class that he's been more interested in the stories and looking at the words</i>



If you read any other books this week, please list the titles here.

STAR AT HOME

STAR AT HOME JOURNAL

WEEK 3

Book Title: The Way I Feel

Reading Session	Date (mo/day/year)	Which book targets did you address with this reading? (Check all options that apply)	How many times did you hit each book target? (Write N/A if not applicable)	Did your child enjoy this session? (Circle one)
1	5/8/17	<input checked="" type="checkbox"/> (1) Short vs. Long Words <input checked="" type="checkbox"/> (2) Print Function	(1) 5/7 (2) 5/7	No Some Yes
2	5/11/17	<input checked="" type="checkbox"/> (1) Short vs. Long Words <input checked="" type="checkbox"/> (2) Print Function	(1) 6/7 (2) 6/7	No Some Yes



Please record your thoughts on this week's reading below.

	Your thoughts:	Teacher comments:
One aspect of this book my child really enjoyed was...	She enjoyed all of the different pictures.	!!
Something new my child learned while reading was...	How the words can tell the story & recognizing rhyming words.	CREAT
One print topic my child might need extra help with is...	Rhyming words	OK
Additional comments:	She knew most letter sounds & we sounded out the words sad & excited. We also thought of other words that start w/ letters.	was she able to "read" the words just by the font? yes 😊
<p>If you read any other books this week, please list the titles here.</p> <p>The Way I Feel The Good Dinosaur Choo-Choo Peek-a-Boo</p>		

STAR AT HOME WORKS LIKE THIS - IDEALLY

- ▶ **The teacher reads a book in class, multiple times that week**
- ▶ **The book goes home with each child that week or the next**
- ▶ **The parents also read the book at least twice at home that week**
- ▶ **Parents fill out the journal page for the book and send it all back to school**
- ▶ **The teacher responds to the parents about a comment or two in the journal.**

STAR AT HOME – REALITY STRIKES!

- ▶ Think about the program's ability to provide 1 copy of each book per child plus the classroom copy
- ▶ Think about the actual time the teacher has to respond to a journal for every child every week
- ▶ Think about how to provide journals for every child
- ▶ Think about what to do when materials are not returned

STAR AT HOME WORKS LIKE THIS – IN REALITY

- ▶ Books may go home after the classroom reading
- ▶ 2-3 copies of each book may be available to send home
- ▶ Books and journals may need to be exchanged monthly
- ▶ Explore multiple avenues for acquiring books
- ▶ Cards and journals may be printed from:
<https://star.ehe.osu.edu/materials/>
- ▶ You may make materials for other books

RESOURCES

- ▶ The STAR folks at OSU College of Education and Human Ecology:
<https://star.ehe.osu.edu/>
- ▶ Epstein, Joyce L.; Sanders, Mavis G.; Simon, Beth S.; Salinas, Karen Clark; Jansorn, Natalie Rodriguez; Van Voorhis, Frances L. (2009). *School, Family, and Community Partnerships: Your Handbook for Action, Third Edition*. Thousand Oaks, California, US: Corwin Press.
- ▶ Justice, L., et al, multiple years. See lists at: <https://star.ehe.osu.edu/research/>
- ▶ Lonigan, C. & Whitehurst, G. 1998. Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. Early Childhood Research Quarterly Volume 13, Issue 2, 1998, Pages 263-290
- ▶ Whitehurst, G.J., & Lonigan, C.J. (1998). Child development and emergent literacy. *Child development*, 69 3, 848-72 .