

Twinkle BY NICK BLAND

One of the best ways to encourage a love for reading is to read to your child. Reading gives you the opportunity for close bonding with your child, to develop their language and thinking and it supports their entry into a world of literacy.

The 'magic' and learning happens not only when we read the words on the page but also when we talk about the book! This can occur before you open the book, while you're reading and after you've read the book. Make sure to read the book over and over—children benefit from repeated readings! We have put together a range of questions and activities related to the story that you can talk about with your child. Enjoy!

Vocabulary - Let's learn some new words!

There are some exciting words in the book that you can talk about with your child. Keep the following helpful hints in mind when introducing new, tricky words:

[Reference: Building your child's vocabulary. EdExtra article: Reading Rockets]

1. Provide a simple, child-friendly meaning for the new word: *Eg. Unusual means something that doesn't happen very often*

2. Then, provide a simple, child-friendly example that makes sense within their daily life:

Eg. Remember when you ate ice-cream for breakfast on the weekend. That was unusual – that doesn't usually happen.

3. Encourage your child to develop their own example:

Can you think of another time when something unusual happened?

4. Keep your new words active within your house!

Over the next few days and weeks, take advantage of opportunities to use each new word in conversation.

5. Repeat the word –throughout the process frequently repeat the word and ask your child to say the word too!

Eg. What's the word that means something that doesn't happen very often? Unusual – that's right unusual!

Here are some words you could talk about from the book:

Word	Sentence from	Simple meaning	Possible Examples



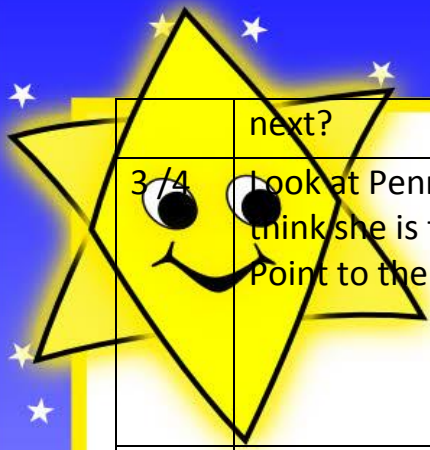
	the book		
Imagine	She imagined that every twinkle was a smile...	If you imagine something you think about it and your mind forms a picture of it.	When you were playing Princesses you imagined what it would be like to live in a castle.
Stare	Penny Pasketti stared into space and pretended the stars were her friends.	If you stare at something you look at it for a long time.	When we went to the zoo you stared at the elephants: you looked at them for a long time. You stare at the television when Peppa Pig is on!
Promise	But soon it was time for Little Star to go home, and Penny Pasketti promised to help.	If you promise to do something it means you <u>will</u> do it.	Yesterday you promised to clean your room before we went to the park.

Twinkle BY NICK BLAND

Questions

The following questions range in complexity from easy, concrete questions that directly relate to the pictures or the words through to more complex, abstract questions that require the child to predict, infer or provide an explanation.

Page	Questions		
1 / 2	What time of the day is it? How do you know? What else might Penny see in the sky at night time? What do you think might happen	15/16	What do you think the weather is like outside? How do you know? What is a scarf?



	next?		
3 /4	Look at Penny's face, how do you think she is feeling? Point to the garden gnome.	17/18	How many arrows can you find? Why is she crossing the road there? How are the bike and the scooter the same?
5 /6	Who is her new friend? Why is she stretching her hand out? What are they jumping on? What types of clothes can you see?	19/20	Are the buildings in the city tall or short? How are they going to go up?
7 /8	Where are they sitting? How did they get on the roof?	21/22	What do you think Penny said to Little Star? How is Penny feeling?
9/10	How does Little Star feel? Can you find the musical instrument? What items can fly in the sky? Can you think of anything else that can fly in the sky? Find all of the red things.	23/24	Where is Little Star going?
11/12	Is Penny inside or outside? How do you know? Say this 'Little Star thought he might never get home'	25/26	Where are the other children going? Find all the items that have wheels. Why did she take her boots off?
13/14	What is Penny riding on? What else could she ride on? What do you think is in the little boy's box? Can you find two cats in the picture?	27/28	Find something you can sit on. What do you think the children are looking at? Look at two houses – how are they different?
		29/30	Where did she go to sleep? Who do you think she might meet tomorrow?

Description:

Select an object from the book and describe it to your child. You could talk



about:

- What type of thing it is (eg. clothing, transport, tool, instrument)
- What you do with it.
- Where you would use it/find it.
- What parts it has.
- What it is made of?
- If it makes a noise – what noise it makes
- What it would feel like.
- What colour is it?

Then swap roles and ask your child to describe an object for you to guess.

Retell the story!!

Using the pictures as a guide, get your child to retell you the story in their own words. You could then act out the story together.

Compiled by: Emma Linthwaite, SLP, Talara Primary College