



Beginning-to-Read • Read and Discover

Collection Description

Read and Discover books introduce beginning readers to the world and to the world of nonfiction. These books about the real world feature carefully leveled text, full color photography, and activities that strengthen children's early literacy skills.

Nonfiction and Early Literacy

Young children are keenly interested in the world around them. They want to know more about the people, places, and things they encounter in their ever-widening circle of knowledge and experience. The nonfiction books in this collection capitalize on this curiosity by using high-interest topics to encourage children to read to learn while at the same time practicing early literacy skills.



The title-specific activities at the back of each book provide further practice with a wide range of reading skills, including those specific to reading nonfiction text. The activities are designed to capitalize on children's existing knowledge, help them practice new reading skills, and promote critical thinking. The activities in each book include:

- **Craft and Structure:** Understanding the content of a book by using a graphic organizer to identify and organize the “big ideas” from the book
- **Vocabulary/Content Words:** Identifying and further discussing the meaning of vocabulary words that are specific to each topic
- **Foundational Skills:** Identifying and practicing basic language skills necessary for reading proficiency with any text
- **Close Reading of Informational Text:** Reading the text to carefully to ensure understanding on many levels, from literal comprehension to analytical and creative thinking about the topic.
- **Fluency:** Reading practice to improve oral reading skills, which include reading with accuracy, reading at a rate that is neither too fast nor too slow, and reading with expression

It is important to note that not every activity needs to be used with every book every time the book is read. These activities are designed to be used as needed depending on each child's unique readiness and aptitude for and interest in each skill. The most important part of reading nonfiction with children is to enjoy learning about the interesting world we live in by reading more about it!



Titles in the Read and Discover Series



Read and Discover: Character Education

Getting Ready for Bed
Helping Others
Playing Together
Saving Money

Read and Discover: Community Places

A Visit to the Aquarium
A Visit to the Firehouse
A Visit to the Library
A Visit to the Market

Read and Discover: Holidays

Groundhog Day
Halloween
St. Patrick's Day
Christmas

Read and Discover: The Natural World

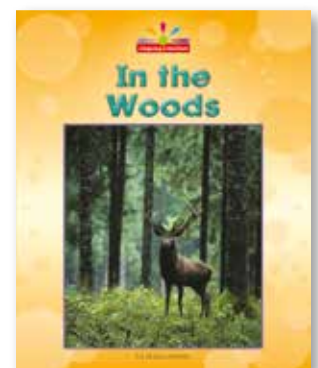
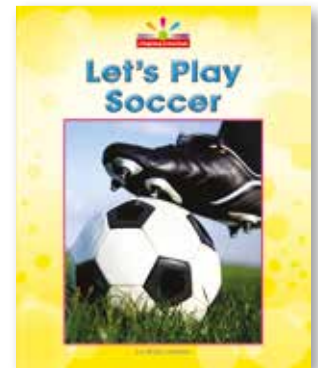
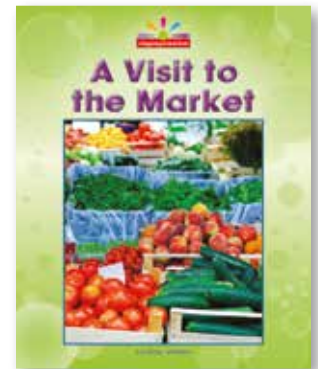
At the Beach
At the Pond
In the Sky
In the Woods

Read and Discover: Seasons

Fall
Spring
Summer
Winter

Read and Discover: Sports

Let's Play Basketball
Let's Play Football
Let's Play Hockey
Let's Play Soccer

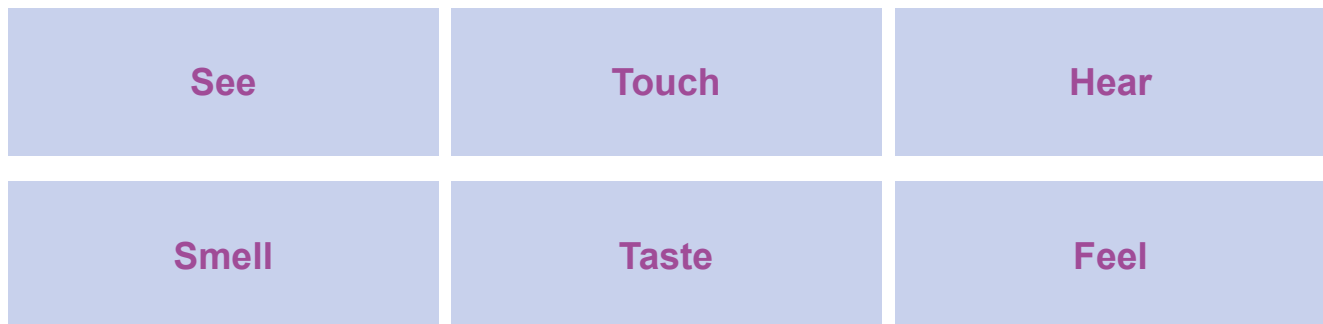


Reading Reinforcement: Getting Ready for Bed



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to identify words and ideas from the book that relate to the senses.



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- As you write a content word, scramble the order of the letters. Give your child a definition of the word. Have him or her use the definition and the letters to guess the word. Ask him or her to unscramble the letters to spell the word correctly.
- Have your child choose a content word and draw a picture to illustrate its meaning.
- Help your child make associations between two content words. Pick any two content words, and have your child think of something these words have in common.
- Write the content words on slips of paper. Place them in a box. Have your child pick a word and use it in a sentence.



Reading Reinforcement: Getting Ready for Bed (continued)

FOUNDATIONAL SKILLS: Consonant digraphs

Consonant digraphs are two consonants that together make a single sound (for example, **ph** in phone). Have your child identify the consonant digraphs in each of the words below. Then help your child find the words with consonant digraphs in this book.

bath

snack

what

things

brush

teeth

together

thank

CLOSE READING OF NONFICTION TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What happens when the sun goes down?
- Why do people take the garbage out?
- What would happen if you didn't do your homework before you went to bed?
- How is your bedtime routine like the one in the book? How is it different?
- What is your idea of a healthy bedtime snack?
- What is your favorite bedtime story? Why do you like it?

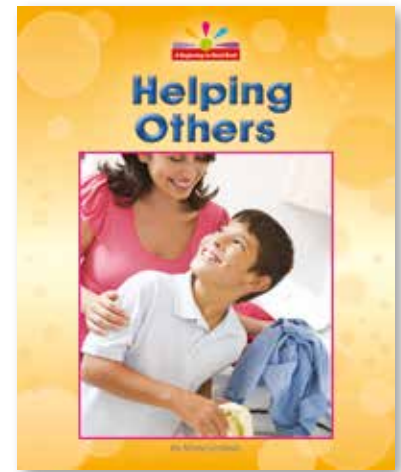
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: Helping Others



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to identify words, facts, and ideas related to helping others.



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Ask your child to use his or her own words to define each of the content words. Have your child use each content word in a sentence.
- Name one or two attributes of a content word without saying the word; for example, This is made of paper and has words and pictures in it. (book) Have your child guess the word. Switch roles.
- Say a content word. Have your child say the first word that comes to his or her mind. Discuss connections between the two words.
- Say a content word and have your child act out its meaning.
- Ask your child to sort the content words into two, three, or four categories of their own choosing. Then have him or her explain what the words in each category have in common.



Reading Reinforcement: Helping Others (continued)

FOUNDATIONAL SKILLS: Nouns

Nouns are words that name people, places, things, or ideas. Have your child identify which words are nouns in the list below. Then help your child find nouns in this book.

bed/better

okay/dog

thank/toys

bus/done

eat/spoons

weeds/pull

grow/flowers

teacher/learn

clean/table

CLOSE READING OF NONFICTION TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What are three things you can do to help other people?
- What is the difference between helping at home and helping at school?
- What are some other ways of helping that were not mentioned in the book?
- Why is getting your own snack helpful?
- How can you get someone to help you?
- Are you a helpful person? Why or why not?

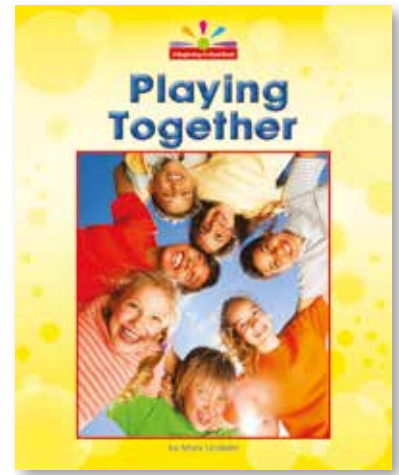
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

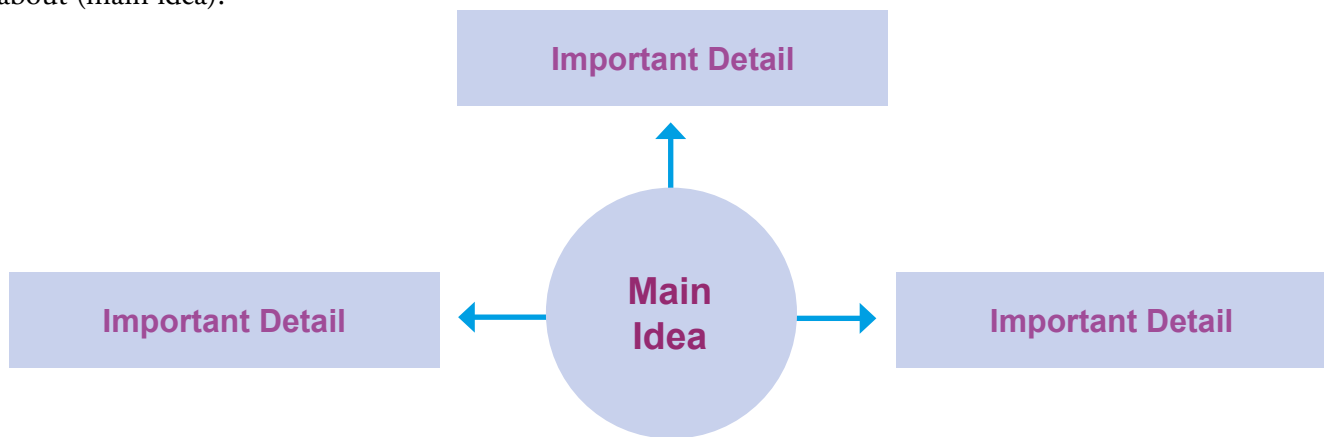


Reading Reinforcement: Playing Together



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to identify three important details from the book. Then use those details to tell what this book was about (main idea).



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Help your child make up sentences that use two or more content words.
- Provide clues about the meaning of a content word, and have your child guess the word.
- Help your child find pictures in magazines that remind him or her of the meaning of a content word. Cut out the pictures. Make a page for a picture dictionary.
- Help your child make up riddles for which content words are the answers.
- Have your child think of synonyms (words with similar meanings) or antonyms (words with opposite meanings) for as many content words as possible.



Reading Reinforcement: Playing Together (continued)

FOUNDATIONAL SKILLS: Verbs

Verbs are action words. Have your child identify the words that are verbs in the list below. Then help your child find verbs in this book.

build	pushing	catch	house
swinging	grow	see	sorry

CLOSE READING OF NONFICTION TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- How can two or more people play on a swing set?
- How would you explain taking turns?
- How would you use a ball glove?
- What are the good and bad things about playing with other kids?
- What is a healthy snack that you could share with a friend?
- Why is it important to be a good friend?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: Saving Money



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to identify what your child now knows about saving money and what else he or she still wants to know about it.

**What I Know About
Saving Money**

**What I Still Want
to Know About
Saving Money**

VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Help your child find pairs of content words that have something in common, either in meaning, structure, or both.
- Create a word web for one or more of the content words. Write the word itself in the center of the web, and synonyms (words with similar meanings), antonyms (words with opposite meanings), or other related words in the outer spokes.
- Have your child identify a content word by using three clues you provide; for example, person, bank, help → teller.
- Help your child make word cards: On each card, have him or her write a content word, draw a picture to illustrate the word, and write a sentence using the word.
- Help your child find content words from this book in other written materials in your home.



Reading Reinforcement: Saving Money (continued)

FOUNDATIONAL SKILLS: Pronouns

Pronouns are words used in place of nouns (people, places, things, or ideas). Have your child identify which words are pronouns in the list below. Then help your child find pronouns in this book.

you	save	bank	they
money	it	she	need

CLOSE READING OF NONFICTION TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What is a bank?
- How would you explain what a bank report is?
- What questions would you ask a bank teller?
- What are the good and bad things about saving money?
- How is saving money at home the same as saving money at a bank?
- Are you a money saving, sharing, or spending person?

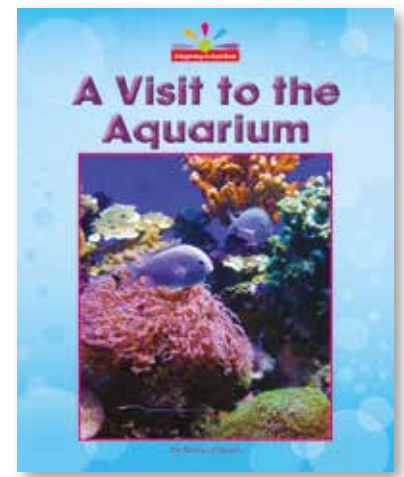
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: A Visit to the Aquarium



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together and use this book to identify animals that live in an aquarium and people who work there.

Animals at the Aquarium	Workers at the Aquarium

VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Create an idea web for the content words. Write a content word in the middle of the diagram. Help your child write related words and ideas in the outer circles.
- Write each word and each definition on separate cards. Play a memory game by turning all cards face down and then turning them over to find matching pairs of words and definitions.
- Have your child find and cut out two magazine pictures that remind him or her of the meaning of each content word.
- Make up a story together using as many of the content words as you can.
- Ask your child questions that include one or more of the content words. Each question should begin with one of these words: who, what, when, where, why, or how.



Reading Reinforcement: A Visit to the Aquarium (continued)

FOUNDATIONAL SKILLS: Multisyllabic words

Multisyllabic words are words with more than one syllable. Have your child identify the number of syllables in each of the words below. Then ask your child to find multisyllabic words in this book.

aquarium

turtles

catfish

flippers

whale

veterinarian

seahorses

animals

tricks

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What is an aquarium?
- What does a veterinarian do?
- What is one animal that lives in a tide pool?
- Which part of a sea turtle helps it move through the water?
- How is an aquarium like a zoo? How is it different?
- Why do people visit an aquarium?

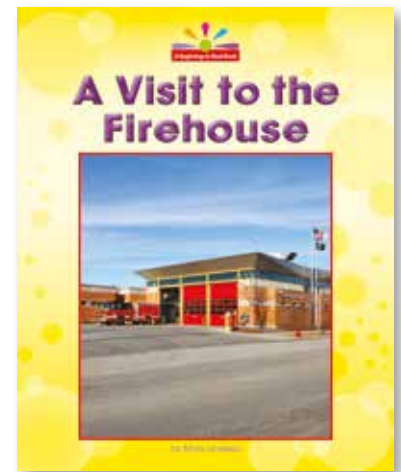
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

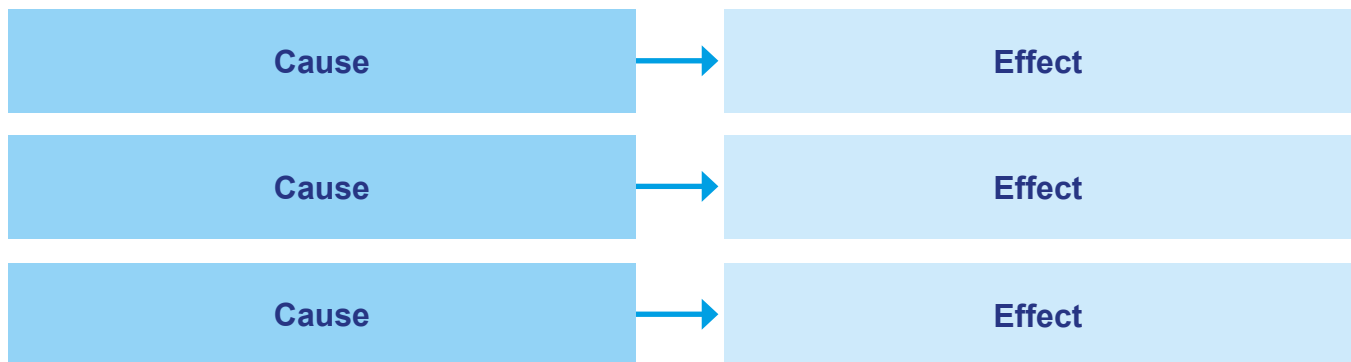


Reading Reinforcement: A Visit to the Firehouse



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to identify three cause-and-effect relationships in this book.



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Act out a content word and have your child guess the word. Switch roles.
- Help your child look for a smaller word within each content word. Make a list of the content words that have smaller words within them.
- Write each word and each definition on separate cards. Play a memory game by turning all cards face down and then turning them over to find matching pairs of words and definitions.
- Ask your child to sort the content words into two, three, or four categories of their own choosing. Then have him or her explain what the words in each category have in common.
- Have your child think of synonyms (words with similar meanings) or antonyms (words with opposite meanings) for as many content words as possible.



Reading Reinforcement: A Visit to the Firehouse (continued)

FOUNDATIONAL SKILLS: Regular plurals

Regular plurals are nouns that mean more than one person, place, thing, or idea. They are made by adding **-s** or **-es** to a noun. Have your child identify the regular plural words in the list below. Then help your child find regular plural words in this book.

ax/axes

hoses/hose

chiefs/chief

boots/boot

tool/tools

dogs/dog

engines/engine

bed/beds

pole/poles

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What are two pieces of firefighting equipment?
- What would happen if firefighters didn't wear their gear?
- Why do firefighters sleep at the firehouse?
- Why do firefighters move fast when they hear the bell?
- Which room in a firehouse would be your favorite?
- Would you like to be a firefighter? Why or why not?

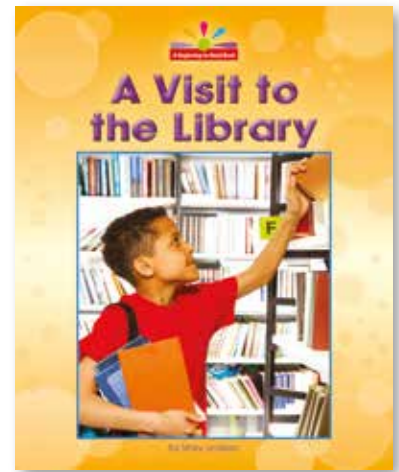
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

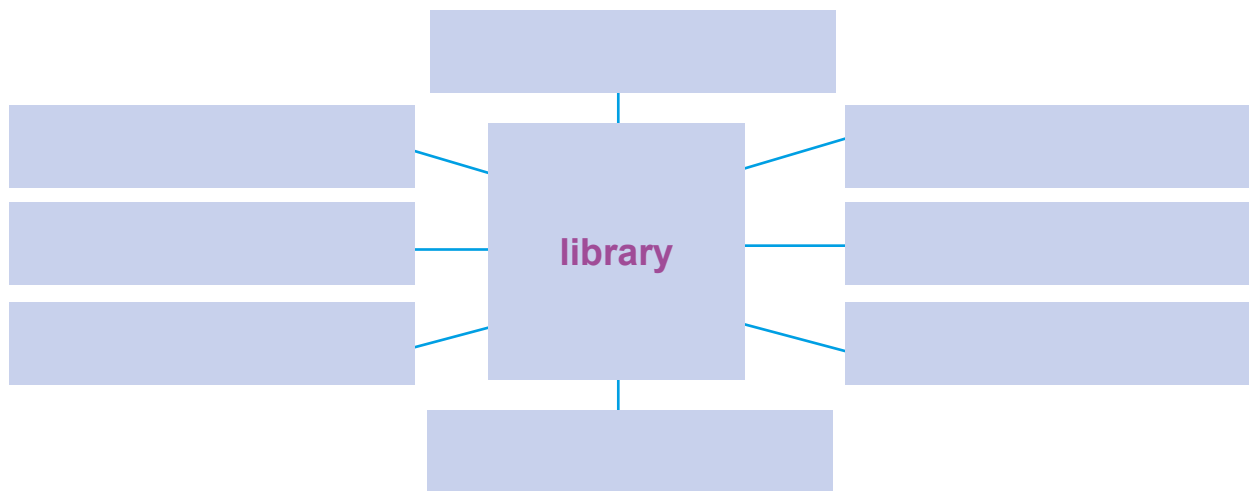


Reading Reinforcement: A Visit to the Library



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing the things you can find in a library in the empty spaces:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Help your child find pictures in magazines that remind him or her of the meaning of a content word. Cut out the pictures, and use them to make a page for a picture dictionary.
- Help your child make associations between two content words. Pick any two content words, and have your child think of something these words have in common.
- Help your child find content words from this book in other written materials in your home.
- As you write a content word, scramble the order of the letters. Give your child a definition of the word. Have him or her use the definition and the letters to guess the word. Ask him or her to unscramble the letters to spell the word correctly.
- Provide clues about the meaning of a content word, and have your child guess the word.



Reading Reinforcement: A Visit to the Library (continued)

FOUNDATIONAL SKILLS: /oo/ as in book

When the letters oo appear together, sometimes they make the /oo/ sound as in **book**. Have your child identify the words with same /oo/ sound as in **book** in the list below. Then ask your child to find words with that same /oo/ sound in this book.

good/roof

food/foot

loose/look

tool/took

shook/shock

hood/hoot

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What is a library?
- How is a library like a bookstore? How is it different?
- What questions would you ask a librarian?
- What do you think is the best thing about a library?
- What changes would you make to a library if you could?
- Where are some other places to find books besides libraries?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

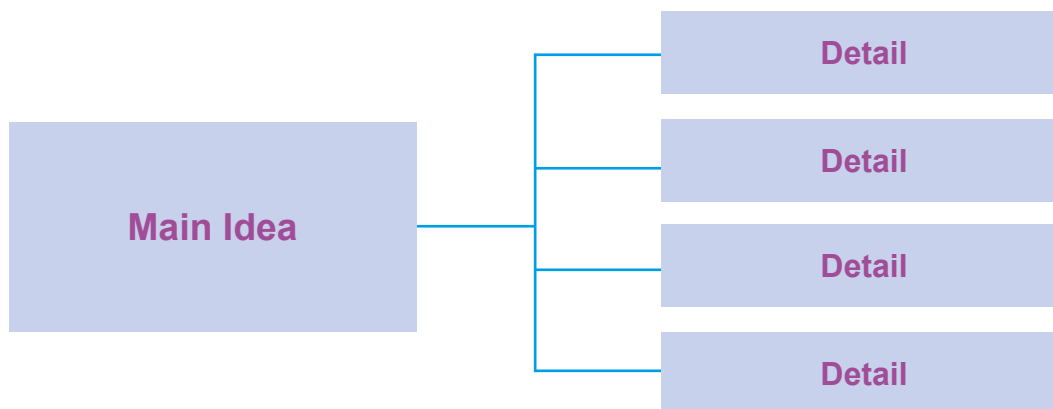


Reading Reinforcement: A Visit to the Market



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing the main idea of the book and several details relating to it:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Help your child find pictures in magazines that remind him or her of the meaning of a content word. Cut out the pictures, and use them to make a page for a picture dictionary.
- Help your child make associations between two content words. Pick any two content words, and have your child think of something these words have in common.
- Help your child find content words from this book in other written materials in your home.
- As you write a content word, scramble the order of the letters. Give your child a definition of the word. Have him or her use the definition and the letters to guess the word. Ask him or her to unscramble the letters to spell the word correctly.
- Provide clues about the meaning of a content word, and have your child guess the word.



Reading Reinforcement: A Visit to the Market (continued)

FOUNDATIONAL SKILLS: r-controlled vowels

When a vowel (**a, e, i, o, u**) comes before the letter **r**, the sound of the vowel changes. This is called an **r-controlled vowel**. Have your child identify the **r-controlled vowels** in the words below. Then ask your child to find words with **r-controlled vowels** in this book.

market

farmer

are

car

flowers

another

colors

everything

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What is a farmer's market?
- What can you buy at a farmer's market?
- What might happen if it rained at a farmer's market?
- Why might farmers sell their produce at a farmer's market?
- How could you find out if there is a farmer's market near you?
- What would you like to sell at a farmer's market if you could?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: Christmas



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to identify examples of Christmas activities, decorations, and colors from this book.

Activities	• • •
Decorations	• • •
Colors	• • •

VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Ask your child questions that include one or more of the content words. Each question should begin with one of these words: who, what, when, where, why, or how.
- Help your child make up sentences that use two or more content words.
- Help your child use content words to make up similes (using the word like or as to make a comparison); for example, It was like night in the tunnel or The tunnel was as dark as night.
- Make up a story together using as many of the content words as you can.
- Help your child make word cards: On each card, have him or her write a content word, draw a picture to illustrate the word, and write a sentence using the word.



Reading Reinforcement: Christmas (continued)

FOUNDATIONAL SKILLS: Consonant blends

Consonant blends are groups of two or three consonants that are blended together when pronounced, with each consonant being heard in the blend (for example, **bl** and **nd** as in blend). Have your child identify the words with consonant blends in the list below. Then help your child find words with consonant blends in this book.

flowers

green

trees

merry

open

present

families

treat

decorate

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- Why do you think people decorate for Christmas?
- What are two Christmas colors?
- What is a special treat to eat at Christmas?
- What is a carol?
- When is Christmas celebrated?
- What can you find under a Christmas tree?

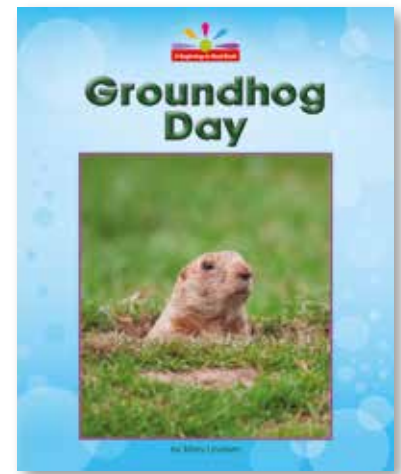
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

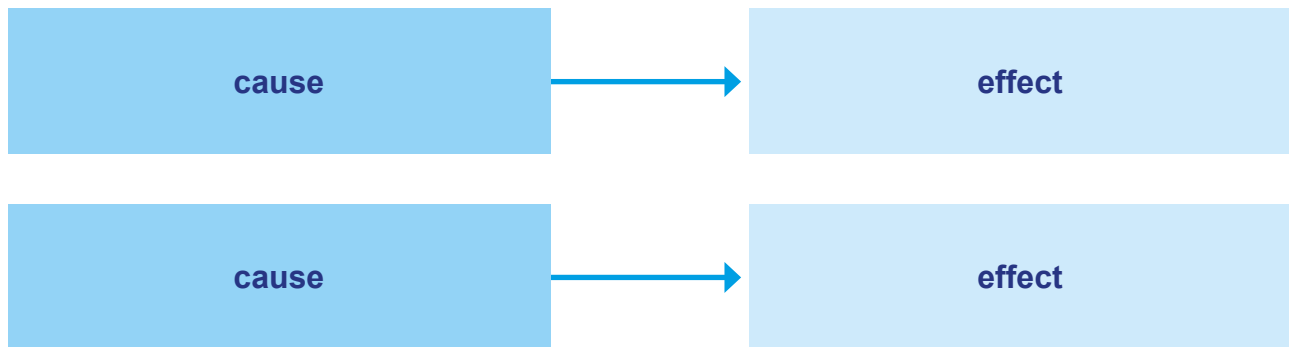


Reading Reinforcement: Groundhog Day



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to identify some of the cause-and-effect relationships in this book:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Create a word web for one or more of the content words. Write the word itself in the center of the web, and synonyms (words with similar meanings), antonyms (words with opposite meanings), or other related words in the outer spokes.
- Say a content word. Have your child say the first word that comes to his or her mind. Discuss connections between the two words.
- Have your child find and cut out two magazine pictures that remind him or her of the meaning of each content word.
- Say a content word and have your child act out its meaning.
- Name one or two attributes of a content word without saying the word; for example, This is made of paper and has words and pictures in it. (book) Have your child guess the word. Switch roles.



Reading Reinforcement: Groundhog Day (continued)

FOUNDATIONAL SKILLS: Adjectives

Adjectives are words that describe nouns (people, places, things, and ideas); for example, **pretty**, **green**, and **four** are all adjectives. Have your child identify the words that are adjectives in the list below. Then help your child find adjectives in this book.

animal

special

little

big

longer

squirrel

climb

sleepy

fruit

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- Which animal family does a groundhog belong to?
- What are two things that all groundhogs have in common?
- Using what you know about groundhogs, what kind of home would you design for a groundhog?
- What do shadows have to do with Groundhog Day?
- What would happen if the groundhog didn't come out of his hole on Groundhog Day?
- Why do you think some people want to know when spring is coming?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

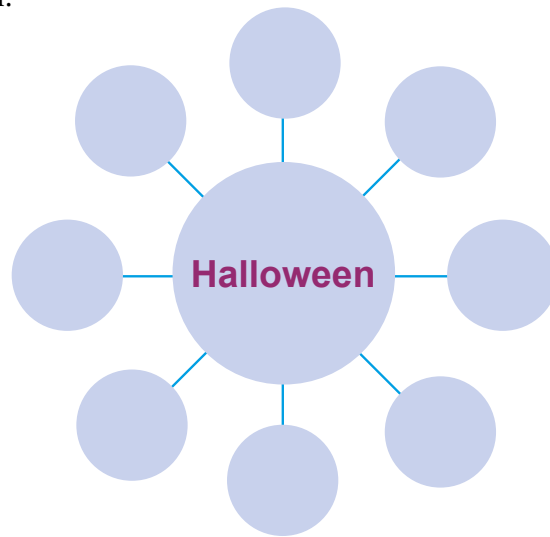
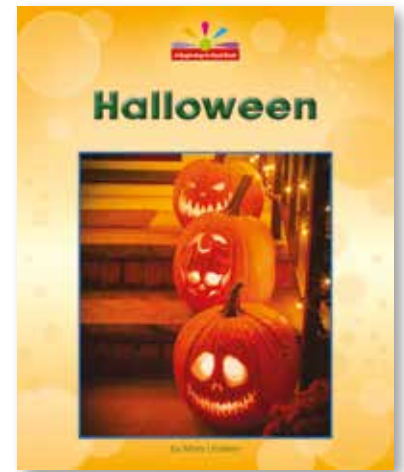
- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: Halloween

CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to identify words or phrases from this book that tell about Halloween. Use them to complete the diagram.



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Create an idea web for the content words. Write a content word in the middle of the diagram. Help your child write related words and ideas in the outer circles.
- Ask your child to use his or her own words to define each of the content words. Have your child use each content word in a sentence.
- Help your child find content words from this book in other written materials in your home.
- Help your child make associations between two content words. Pick any two content words, and have your child think of something these words have in common.
- Have your child identify a content word by using three clues you provide; for example, **apartment, tent, cave → shelter**.



Reading Reinforcement: Halloween (continued)

FOUNDATIONAL SKILLS: Long vowel sounds

A long vowel (**a, e, i, o, u**) is a vowel that sounds like its name (for example, **a** in **name** or **a** in **home**). Have your child identify the words with long vowel sounds in the list below. Then help your child find words with long vowel sounds in this book.

fall/face

top/treat

go/get

light/lots

ghost/get

these/this

seeds/special

trick/time

bats/be

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- On which day in October does Halloween fall?
- What is a jack o' lantern?
- What are two scary costumes to dress up in?
- What are two silly costumes to dress up in?
- Why might you put a candle in a jack o' lantern?
- What do you think is the most important thing about Halloween?

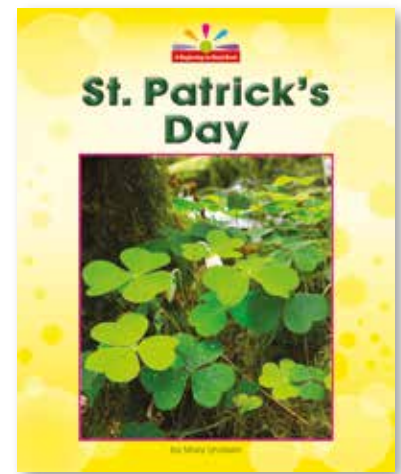
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: St. Patrick's Day



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following chart on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to complete the chart by writing words or ideas from this book that answer these questions about St. Patrick's Day:

Who?	What?	When?
Where?	Why?	

VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Help your child find pictures in magazines that remind him or her of the meaning of a content word. Cut out the pictures, and use them to make a page for a picture dictionary.
- Name one or two attributes of a content word without saying the word; for example, This is made of paper and has words and pictures in it. (book) Have your child guess the word. Switch roles.
- Make up a story together using as many of the content words as you can.
- Help your child make up sentences that use two or more content words.
- As you write a content word, scramble the order of the letters. Give your child a definition of the word. Have him or her use the definition and the letters to guess the word. Ask him or her to unscramble the letters to spell the word correctly.



Reading Reinforcement: St. Patrick's Day (continued)

FOUNDATIONAL SKILLS: Proper nouns

Proper nouns are words that name specific people, places, and things; for example, **October** and **Asia** are proper nouns. Have your child identify the words that are proper nouns in the list below. Then help your child find proper nouns in this book.

March

green

Europe

snakes

St. Patrick

shamrock

corned beef

leprechaun

Ireland

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What is the color that people wear on St. Patrick's Day?
- Why was St. Patrick famous?
- How would you use a leprechaun's gold if you found it?
- How is St. Patrick's Day similar to other holidays you know?
- What could we do to celebrate St. Patrick's Day next year?
- What do you think is the most important thing about St. Patrick's Day?

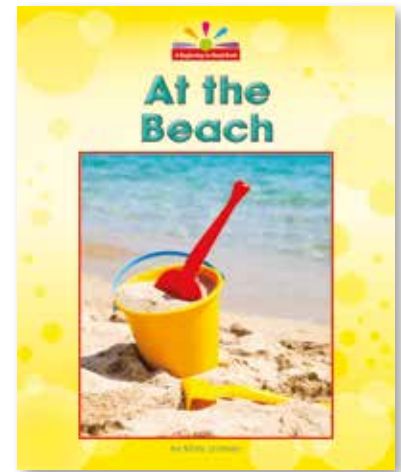
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

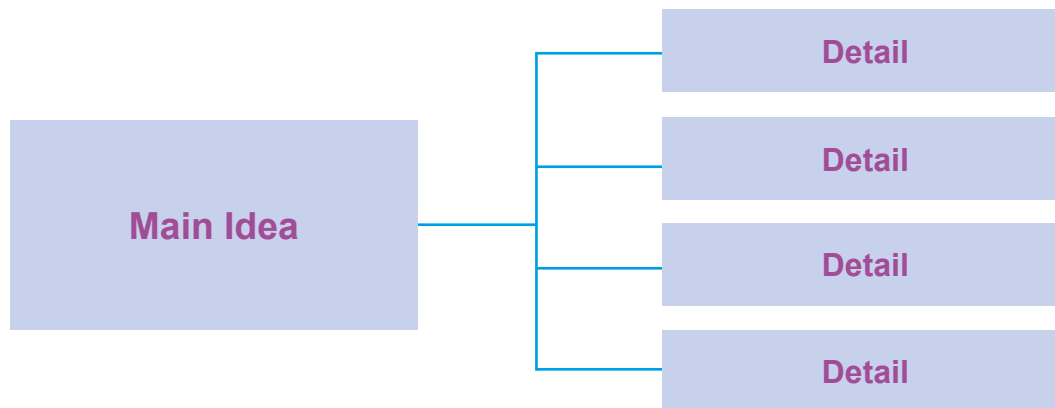


Reading Reinforcement: At the Beach



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing the main idea of this book and several details relating to it:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Ask your child to sort the content words into two, three, or four categories of their own choosing. Then have him or her explain what the words in each category have in common.
- Help your child look for a smaller word within each content word. Make a list of the content words that have smaller words within them.
- Create a word web for one or more of the content words. Write the word itself in the center of the web, and synonyms (words with similar meanings), antonyms (words with opposite meanings), or other related words in the outer spokes.
- Write each word and each definition on separate cards. Play a memory game by turning all cards face down and then turning them over to find matching pairs of words and definitions.
- Help your child make up riddles for which content words are the answers.



Reading Reinforcement: At the Beach (continued)

FOUNDATIONAL SKILLS: Inflectional endings

An inflectional ending is one or more letters added to the end of a word to change its meaning (for example, **-s** in **bats**, **-es** in **boxes**, **-ed** in **cooked**, and **-ing** in **washing**). Have your child identify the words with inflectional endings in the list below. Then help your child find words with inflectional endings in this book.

walking

run

climbs

pushed

fall

floating

growing

lives

sit

played

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- Where is the beach?
- What is a footprint?
- What could you do with seaweed?
- Why do you think some shells are small and some are large?
- How could you build a model of a tide pool using things you have at home?
- What is the most important thing about the beach?

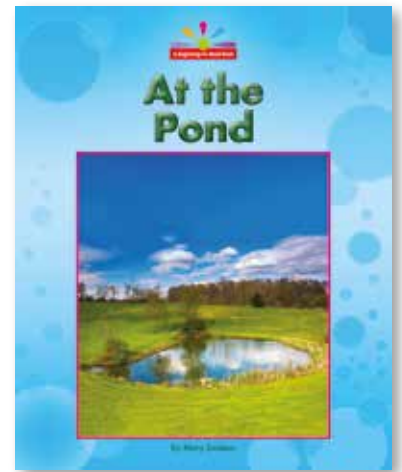
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

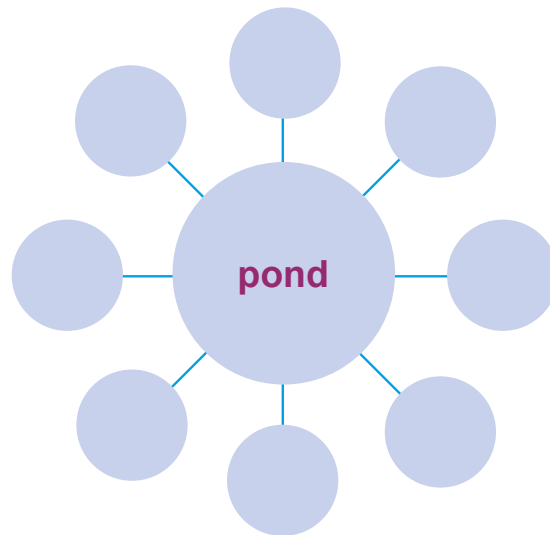


Reading Reinforcement: At the Pond



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing words or ideas about a pond in the empty circles:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Help your child make word cards: On each card, have him or her write a content word, draw a picture to illustrate the word, and write a sentence using the word.
- Ask your child questions that include one or more of the content words. Each question should begin with one of these words: **who**, **what**, **when**, **where**, **why**, or **how**.
- Have your child choose a content word and draw a picture to illustrate its meaning.
- Help your child find pairs of content words that have something in common, either in meaning, structure, or both.
- Say a content word and have your child act out its meaning.



Reading Reinforcement: At the Pond (continued)

FOUNDATIONAL SKILLS: Consonant digraphs

Consonant digraphs are two consonants that together make a single sound (for example, ph in phone). Have your child identify the consonant digraphs in the list below. Then help your child find the words with consonant digraphs in this book.

cattails

sit

think

plants

what

fish

dock

eggs

ducks

they

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What are two animals that live in or near a pond?
- How are turtles and ducks alike? Different?
- What would you do with a boat if you had one?
- Why do you think a cattail got its name?
- How would you combine two pond animals to make a different animal?
- Would you rather go to a swimming pool or a pond? Why?

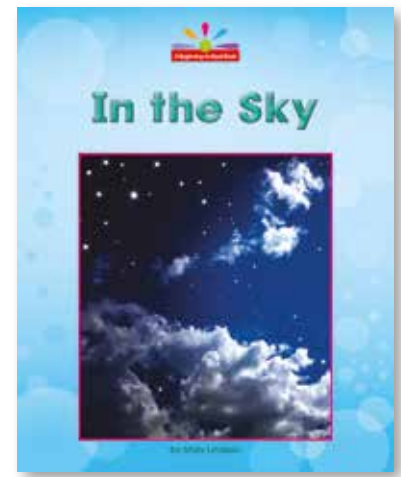
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

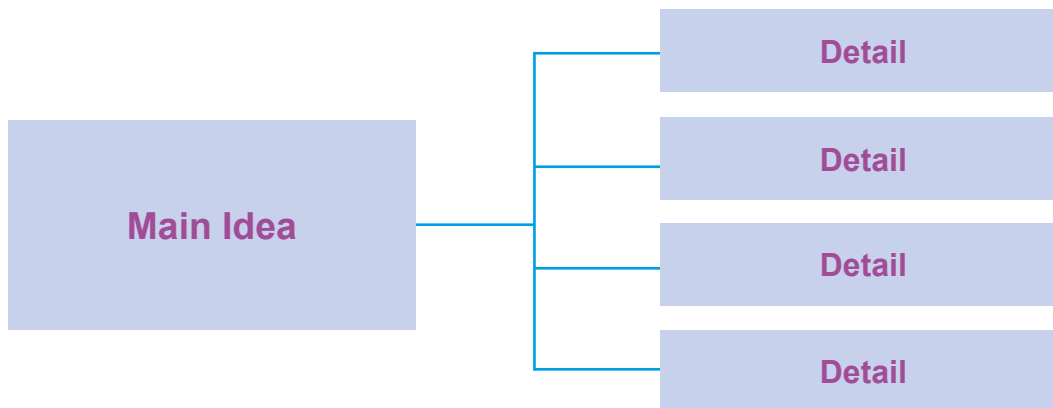


Reading Reinforcement: In the Sky



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing the main idea of this book and several details relating to it:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Write each compound word (two words joined to make another word) from the Content Word List (see page 32) on a note card. Cut each compound word card apart to make the two smaller words, mix up the cards, and have your child put them back together to make the compound words.
- Provide clues about the meaning of a content word, and have your child guess the word.
- Write the content words on slips of paper. Place them in a box. Have your child pick a word and use it in a sentence.
- Help your child use content words to make up similes (using the word like or as to make a comparison); for example, It was like night in the tunnel or The tunnel was as dark as night.
- Act out a content word and have your child guess the word. Switch roles.



Reading Reinforcement: In the Sky (continued)

FOUNDATIONAL SKILLS: Inflectional endings

A compound word is formed when two or more words are put together to make a new word. The new word has a new meaning. Have your child identify the compound words in the list below. Then ask your child to find compound words in this book.

puffy	rainbow	owl
airplanes	hoot	fireflies
clouds	rain	sometimes

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What are three things you can see in the sky?
- How are airplanes and birds alike? Different?
- What might happen if dark clouds are in the sky?
- What is the difference between rain and a rainbow?
- What would happen if you could fly through the sky?
- Would it be better if people had their own lights like fireflies? Why or why not?

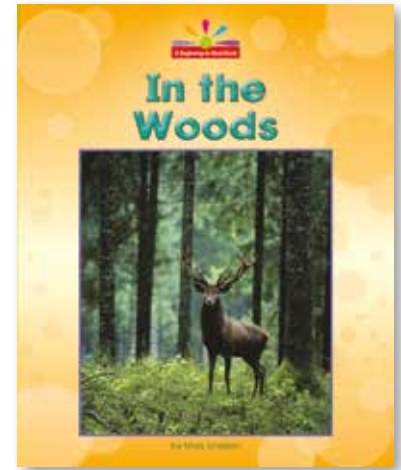
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

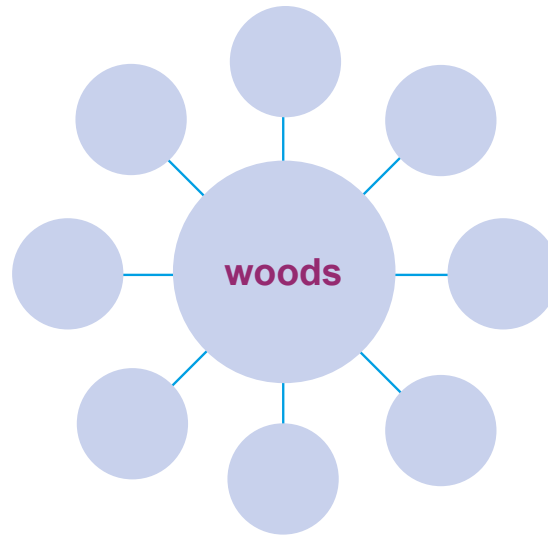


Reading Reinforcement: In the Woods



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing words or ideas about the woods in the empty circles:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Create an idea web for the content words. Write a content word in the middle of the diagram. Help your child write related words and ideas in the outer circles.
- Ask your child to use his or her own words to define each of the content words. Have your child use each content word in a sentence.
- Say a content word. Have your child say the first word that comes to his or her mind. Discuss connections between the two words.
- Have your child find and cut out two magazine pictures that remind him or her of the meaning of each content word.
- Have your child think of synonyms (words with similar meanings) or antonyms (words with opposite meanings) for as many content words as possible.



Reading Reinforcement: In the Woods (continued)

FOUNDATIONAL SKILLS: Vowel digraphs **ee, _ _ea**

Vowel digraphs are two vowels that together make a single sound (for example, **ea** as in **dream**). Have your child supply the missing vowel digraphs for each of the words below. Then help your child find the words with vowel digraphs in this book.

l _ _ v e s

s _ _ d s

t r _ _

d _ _ r

s _ _

s l _ _ p i n g

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What is a path?
- How would you use a big stick?
- Why do you think squirrels live in trees?
- What do you know about trees?
- What is your favorite thing about the woods? Why?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

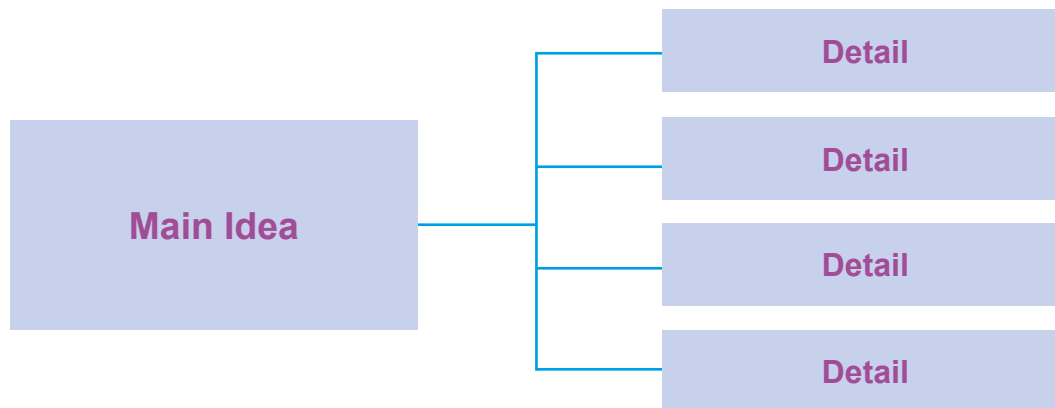


Reading Reinforcement: Fall



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing the main idea of this book and several details relating to it:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Write each word and each definition on separate cards. Play a memory game by turning all cards face down and then turning them over to find matching pairs of words and definitions.
- Help your child make up sentences that use two or more content words.
- Ask your child questions that include one or more of the content words. Each question should begin with one of these words: **who**, **what**, **when**, **where**, **why**, or **how**.
- Help your child make associations between two content words. Pick any two content words, and have your child think of something these words have in common.
- Help your child make word cards: On each card, have him or her write a content word, draw a picture to illustrate the word, and write a sentence using the word.



Reading Reinforcement: Fall (continued)

FOUNDATIONAL SKILLS: Adjectives

Adjectives are words that describe nouns (people, places, things, and ideas); for example, **pretty**, **green**, and **four** are all adjectives. Have your child identify the words that are adjectives in the list below. Then help your child find adjectives in this book.

jump

leaves

special

silly

yellow

scary

dress

corn

warm

pumpkins

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- Which season comes before fall?
- What happens to the trees in the fall?
- What does fall mean for some kinds of birds?
- What are two things you know about fall?
- What might happen if farmers didn't harvest crops in the fall?
- What do you think about fall?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

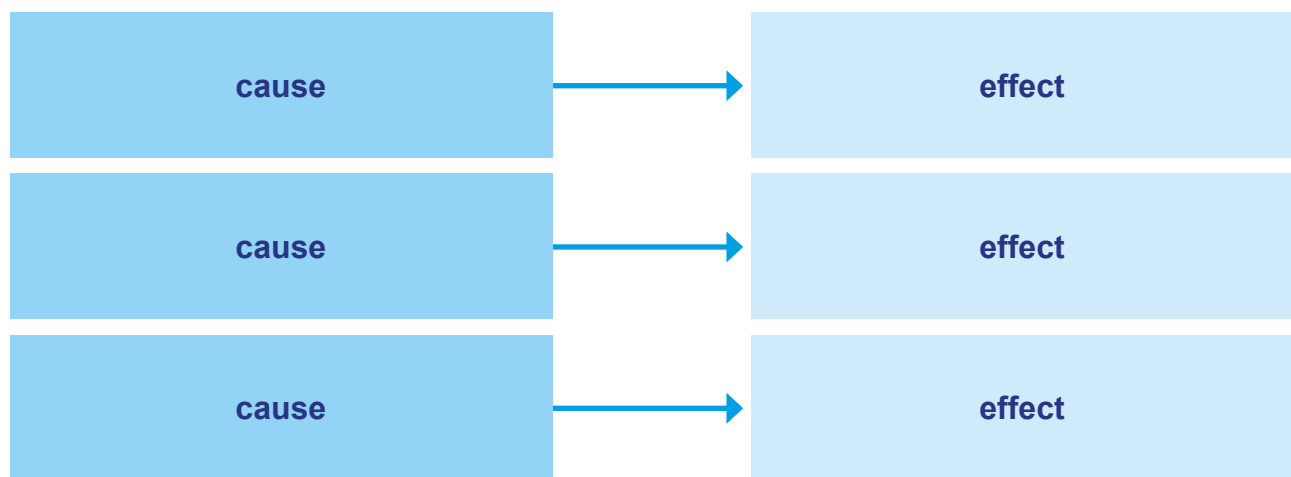


Reading Reinforcement: Spring



CRAFT AND STRUCTURE

To check your child's understanding of the book, recreate the following diagram on a sheet of paper. Ask your child to complete the diagram by identifying some of the cause-and-effect relationships in the book:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Ask your child to sort the content words into two, three, or four categories of their own choosing. Then have him or her explain what the words in each category have in common.
- Help your child look for a smaller word within each content word. Make a list of the content words that have smaller words within them.
- Help your child find pairs of content words that have something in common, either in meaning, structure, or both.
- Have your child find and cut out two magazine pictures that remind him or her of the meaning of each content word.
- Help your child find content words from this book in other written materials in your home.



Reading Reinforcement: Spring (continued)

FOUNDATIONAL SKILLS: Verbs

Verbs are action words. Have your child identify the words that are verbs in the list below. Then help your child find verbs in this book.

melts	umbrellas	grass	eggs	rainbow
splash	fly	come	grow	play

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What season comes before spring?
- Why does the snow melt in the spring?
- What is the reason for planting crops in the spring?
- What do flowers have to do with May Day?
- What would happen if you tried to fly a kite on a day that was not windy?
- Do you like spring? Why or why not?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

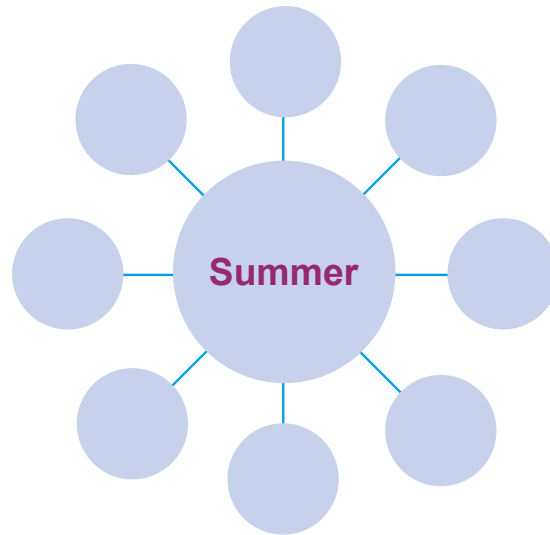


Reading Reinforcement:

Summer

CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing words or ideas about summer in the empty circles:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Write each compound word (two words joined to make another word) from the Content Word List (see page 32) on a note card. Cut each compound word card apart to make the two smaller words, mix up the cards, and have your child put them back together to make the compound words.
- Have your child choose a content word and draw a picture to illustrate its meaning.
- Act out a content word and have your child guess the word. Switch roles.
- Name one or two attributes of a content word without saying the word; for example, **This is made of paper and has words and pictures in it.** (book) Have your child guess the word. Switch roles.
- Help your child use content words to make up similes (using the word like or as to make a comparison); for example, **It was like night in the tunnel** or **The tunnel was as dark as night.**



Reading Reinforcement: Summer (continued)

FOUNDATIONAL SKILLS: Consonant blends

Consonant blends are groups of two or three consonants that are blended together when pronounced, with each consonant being heard in the blend (for example, **bl** and **nd** as in blend). Have your child identify the words with consonant blends in the list below. Then help your child find words with consonant blends in this book

spring	splash	ball	grass	parade
summer	picnic	play	treats	ground

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What season comes before summer?
- How can you tell if it is summer?
- What questions would you ask a baseball player?
- Why do people have to cut the grass in the summer?
- What would you do if it started to rain when you were having a picnic?
- What do you think is the most important thing about summer?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



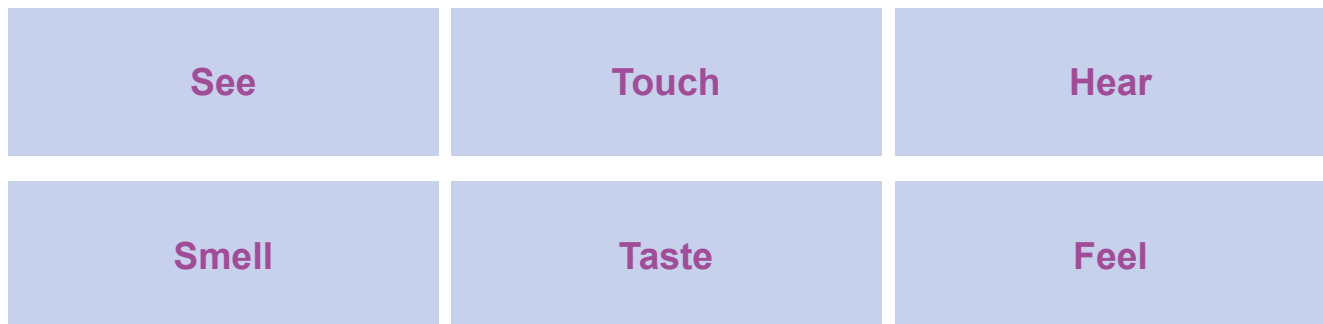
Reading Reinforcement:

Winter



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing words or ideas from this text that connect with the senses:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Create a word web for one or more of the content words. Write the word itself in the center of the web, and synonyms (words with similar meanings), antonyms (words with opposite meanings), or other related words in the outer spokes.
- Have your child identify a content word by using three clues you provide; for example, **hat, coat, gloves → clothes**.
- Say a content word and have your child act out its meaning.
- Write the content words on slips of paper. Place them in a box. Have your child pick a word and use it in a sentence.
- Cut out the pictures, and use them to make a page for a picture dictionary.



Reading Reinforcement: Winter (continued)

FOUNDATIONAL SKILLS: Possessives

Possessive nouns are nouns (words that name a person, place, thing, or idea) that show ownership. Possessives are usually formed by adding apostrophe + s ('s) at the end of a noun. Have your child identify the words that are possessives in the list below. Then help your child find possessives in this book.

icicles

animal's

gifts

animals

clothes

New Year's

Valentine's

cards

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- Which season comes before winter?
- How might snow be a lot of work?
- What would you need in order to go ice skating?
- How is winter related to sleep?
- If you made up a song about winter, what would it sound like?
- Do you think winter is a good time of year or a bad time of year? Why do you think so?

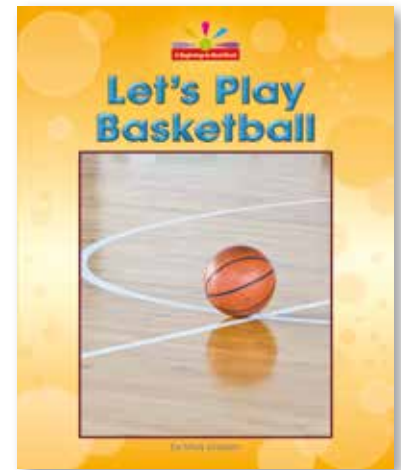
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: Let's Play Basketball



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the diagram by stating what he or she already knows about basketball, what he or she wants to know, and what he or she learned from reading this book:

What I Know	
What I Want to Know	
What I Learned	

VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- As you write a content word, scramble the order of the letters. Give your child a definition of the word. Have him or her use the definition and the letters to guess the word. Ask him or her to unscramble the letters to spell the word correctly.
- Help your child make up sentences that use two or more content words.
- Make up a story together using as many of the content words as you can.
- Say a content word. Have your child say the first word that comes to his or her mind. Discuss connections between the two words.
- Help your child make up riddles for which content words are the answers.



Reading Reinforcement: Let's Play Basketball (continued)

FOUNDATIONAL SKILLS: r-Controlled vowels

When a vowel (**a, e, i, o, u**) comes before the letter **r**, the sound of the vowel changes. This is called an **r-controlled vowel**. Have your child identify the **r-controlled vowels** in the list below. Then ask your child to find words with **r-controlled vowels** in this book.

bounce

friends

sure

better

players

rules

court

scoreboard

sport

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What is a coach's job?
- What does a basketball look like?
- How does a player score points in basketball?
- How is basketball similar to another game you like to play?
- What would happen if a hoop didn't have a net on it?
- Would it be better if basketball hoops were lower to the ground? Why or why not?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

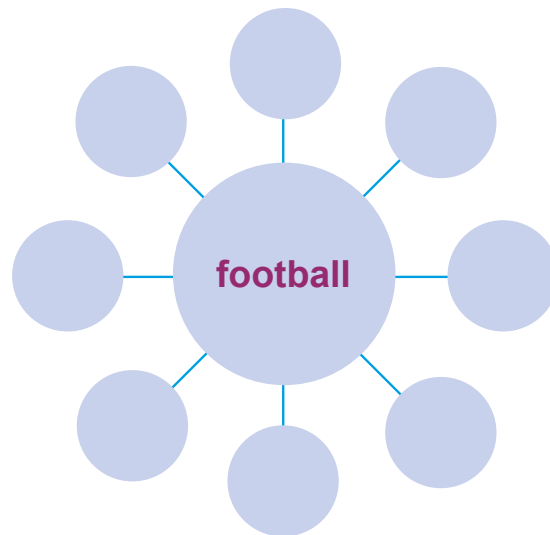
- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: Let's Play Football

CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the diagram by writing facts and ideas about football in the outer circles:



VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Have your child think of synonyms (words with similar meanings) or antonyms (words with opposite meanings) for as many content words as possible.
- Create an idea web for the content words. Write a content word in the middle of the diagram. Help your child write related words and ideas in the outer circles.
- Ask your child to use his or her own words to define each of the content words. Have your child use each content word in a sentence.
- Provide clues about the meaning of a content word, and have your child guess the word.
- Help your child make word cards: On each card, have him or her write a content word, draw a picture to illustrate the word, and write a sentence using the word.



Reading Reinforcement: Let's Play Football (continued)

FOUNDATIONAL SKILLS: Pronouns

Pronouns are words used in place of nouns (people, places, things, or ideas). Have your child identify which words are pronouns in the list below. Then help your child find pronouns in this book.

some	they	you	help	uniforms
it	football	players	its	team

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What could be a reason for the numbers on uniforms?
- What would happen if players didn't wear helmets or pads?
- What do referees have to do with rules?
- How would you combine football with another sport to create a new game?
- How would you feel if your football team won a game? Lost a game?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: Let's Play Hockey



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following chart on a sheet of paper. Read the book with your child, and then help him or her fill in the diagram using what they learned. Work together to complete the chart by writing words or ideas from this book that answer these questions about St. Patrick's Day:

Who?	What?	When?
Where?	Why?	

VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Help your child find pictures in magazines that remind him or her of the meaning of a content word. Cut out the pictures, and use them to make a page for a picture dictionary.
- Name one or two attributes of a content word without saying the word; for example, This is made of paper and has words and pictures in it. (book) Have your child guess the word. Switch roles.
- Make up a story together using as many of the content words as you can.
- Help your child make up sentences that use two or more content words.
- As you write a content word, scramble the order of the letters. Give your child a definition of the word. Have him or her use the definition and the letters to guess the word. Ask him or her to unscramble the letters to spell the word correctly.



Reading Reinforcement: Let's Play Hockey (continued)

FOUNDATIONAL SKILLS: Consonant digraphs

Consonant digraphs are two consonants that together make a single sound (for example, **ph** in phone). Have your child identify the consonant digraphs in the list below. Then help your child find the words with consonant digraphs in this book.

coach

hockey

skates

fall

puck

sticks

ice

push

safe

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- What are three true things about hockey?
- What is the difference between your shoes and ice skates?
- What questions would you ask a hockey goalie?
- How is a puck similar to a soccer ball?
- What suggestions would you have for helping a hockey team whose ice rink is melting?
- What do you think about hockey?

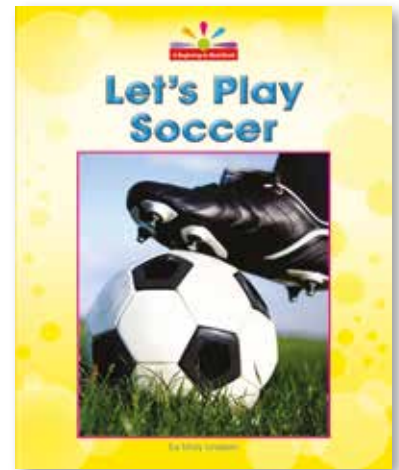
FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.



Reading Reinforcement: Let's Play Soccer



CRAFT AND STRUCTURE

To check your child's understanding of this book, recreate the following diagram on a sheet of paper. Read the book with your child, then help him or her fill in the diagram using what they learned. Work together to complete the chart by stating what he or she already knows about soccer, what he or she wants to know, and what he or she learned from reading the book:

What I Know	
What I Want to Know	
What I Learned	

VOCABULARY: Learning Content Words

Content words are words that are specific to a particular topic. All of the content words for this book can be found on page 32. Use some or all of these content words to complete one or more of the following activities:

- Provide clues about the meaning of a content word, and have your child guess the word.
- Make up a story together using as many of the content words as you can.
- Help your child make associations between two content words. Pick any two content words, and have your child think of something these words have in common.
- Create a word web for one or more of the content words. Write the word itself in the center of the web, and synonyms (words with similar meanings), antonyms (words with opposite meanings), or other related words in the outer spokes.
- Ask your child questions that include one or more of the content words. Each question should begin with one of these words: **who**, **what**, **when**, **where**, **why**, or **how**.



Reading Reinforcement: Let's Play Soccer (continued)

FOUNDATIONAL SKILLS: Double consonants

Double consonants are two identical consonants next to each other in a word. The two letters make a single sound. Have your child identify words with double consonants in the list below. Then work with your child to find words with double consonants in this book.

ball/best

soccer/shin

keep/knees

hands/head

winning/worth

field/follow

goal/grass

sport/score

goalie/guards

CLOSE READING OF INFORMATIONAL TEXT

Close reading helps children comprehend text. It includes reading a text, discussing it with others, and answering questions about it. Use these questions to discuss this book with your child:

- How many players are on a soccer field at one time?
- What is the difference between cleats and sneakers?
- How could you use your hands in soccer?
- Why does a soccer game need referees?
- What would happen if a game didn't have referees?
- What is your opinion of soccer?

FLUENCY

Fluency is the ability to read accurately with speed and expression. Help your child practice fluency by using one or more of the following activities:

- Reread this book to your child at least two times while he or she uses a finger to track each word as you read it.
- Read the first sentence aloud. Then have your child reread the sentence with you. Continue until you have finished this book.
- Ask your child to read aloud the words they know on each page of this book. (Your child will learn additional words with subsequent readings.)
- Have your child practice reading this book several times to improve accuracy, rate, and expression.

