

READING REINFORCEMENT



Foundational Skills

In addition to reading the numerous high-frequency words in the text, this book also supports the development of foundational skills.

Phonological Awareness: Phonogram -ay

Oral Blending: Say the beginning sounds and word endings below for your child.

Ask your child to say the new word made by blending the beginning and ending word parts together:

/b/ + ay = bay

/m/ + ay = may

/tr/ + ay = tray

/r/ + ay = ray

/p/ + ay = pay

/h/ + ay = hay

/w/ + ay = way

/pl/ + ay = play

/s/ + ay = say

/d/ + ay = day

/l/ + ay = lay

/gr/ + ay = gray

/st/ + ay = stay

/cl/ + ay = clay

Phonics: Phonogram -ay

1. Write the following phonogram (word ending) ten times in a row on a piece of paper: **__ay**
2. For each row, help your child write a letter (or letters) in the blank to make a word. If you have letter tiles, or magnetic letters, it may help your child to move the letter into the space.
3. Ask your child to read the rhyming words.

Fluency: Echo Reading

1. Reread the story to your child at least two more times while your child tracks the print by running a finger under the words as they are read. Ask your child to read the words he or she knows with you.
2. Reread the story, stopping after each sentence or page to allow your child to read (echo) what you have read. Repeat echo reading and let your child take the lead.



Language

The concepts, illustrations, and text in this book help children develop language both explicitly and implicitly.

Vocabulary: Story-Related Words

1. Write the following words on sticky note paper and point to them as you read them to your child:
seagulls dolphins parrot monkeys lion
2. Mix the words up. Say each word in random order and ask your child to point to the correct word as you say it.
3. Mix the words up and ask your child to read as many as he or she can.
4. Ask your child to place the sticky notes on the correct page for each word that describes something in the story.
5. Say the following sentences aloud and ask your child to point to the word that is described:
 - The girl looked up to see the _____ flying above her. (seagulls)
 - The _____ jumped out of the water. (dolphins)
 - She thought the _____ was pretty. (parrot)
 - On the island, she saw _____ climbing in the trees. (monkeys)
 - When she saw the _____ she decided it was time to go home. (lion)



Reading Literature and Informational Text

To support comprehension, ask your child the following questions. The answers either come directly from the text or require inferences and discussion.

Key Ideas and Detail

- Ask your child to retell the sequence of events in the story.
- Did the girl actually ride in a sailboat?

Craft and Structure

- Is this a book that tells a story or one that gives information? How do you know?
- Why do you think the mother wanted the girl to hurry to get in the bath?

Integration of Knowledge and Ideas

- Using your imagination: if you had a boat, where would you like to go?
- What tools did the girl use on the boat to help her find her way?