

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: The /w/ sound

Sound Substitution: Say these words: **want, way, we, what, will, with,** and **work**. Ask your child to repeat the beginning sound in each word after you say it. Say the words on the left to your child. Ask your child to repeat the word, changing the first sound to /w/:

tin = win	fire = wire	bent = went	jeep = weep
sag = wag	paste = waste	cave = wave	mild = wild
pick = wick	bill = will	pink = wink	make = wake
talk = walk	pet = wet	vest = west	me = we

Phonics: The letter Ww

1. Demonstrate how to form the letters **W** and **w** for your child.
2. Have your child practice writing **W** and **w** at least three times each.
3. Ask your child to point to the words in the book that begin with the letter **w**.
4. Write down the following words with the spaces representing missing letters. Ask your child to fill in the spaces by writing a **w**. Ask your child to read each word aloud.

__eb __ind __ait __eak ho__ ne__
blo__ se__ to__n to__er t__ig to__el

Fluency: Choral Reading

1. Reread the story with 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 aloud together. Be careful to read at a rate that your child can keep up with.
3. Repeat choral reading and allow your child to be the lead reader and ask him or her to change from a whisper to a loud voice while you follow along and change your voice.



Language

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

Vocabulary: Verb Tense

1. On a blank sheet of paper, make three columns by drawing two lines. Write the following story words at the top of each column: **do, does, did**. Ask your child to read the words aloud.
2. Write each of the following story words in the first column under the word **do**: **jump, see, play, go, ride, eat, look, come**. For each word, ask your child to provide the other verb forms for each column. You may want to offer prompts such as: **I like to jump high. My dog jumps high in the air. Yesterday, I jumped over a puddle.**
3. Write each of the following verbs on separate index cards:
jump/jumps/jumped, see/sees/saw, play/plays/played, go/goes/went, ride/rides/rode, eat/eats/ate, look/looks/looked, come/comes/came.
Mix up the index cards and ask your child to group them in verb families. Ask your child to place the verbs in each family according to tense (present, present + s, past) and read them aloud in order.



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.
- What things did the girls in the story buy?

Craft and Structure

- Is this a book that tells a story or one that gives information? How do you know?
- Do you think the girls in the story are friends? Why or why not?

Integration of Knowledge and Ideas

- Who was the character in the story riding on the horse?
- What are some things to do in your city or a city nearby?