

## 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 /th/ and /ʰ/ sounds

1. Say the word **thumb** and ask your child to repeat the /**th**/ sound.
2. Say the word **that** and ask your child to repeat the /**ʰ**/ sound.
3. Explain to your child that you are going to say some words and you would like her/him to show you 1 finger if the th sounds like /**th**/ (as in **thumb**) or 2 fingers if the **th** sounds like /**ʰ**/ (as in **that**).

thing	this	think	bath	three	path
they	them	moth	thread	thin	smooth
the	than	thorn	thirst	math	together

#### Phonics: /th/ and /ʰ/

1. Demonstrate how to form the letters **t** and **h** for your child.
2. Have your child practice writing **t** and **h** at least three times each.
3. Divide a piece of paper in half by folding it the long way. Draw a line on the fold. Turn it so that the paper has two columns. Write the words **thumb** and **that** at the top of each column.
4. Write the **th** words above on separate index cards. Ask your child to sort the words based on the **th** sounds that correspond to **thumb** and **that**.

#### 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 help children develop language both explicitly and implicitly.

### Vocabulary: Nouns

1. Explain to your child that nouns are words for people, places and things.
2. Ask your child to page through the book to point out and name the people.
3. Repeat this by asking your child to do the same but pointing out and naming the things in the story.
4. Name the following nouns and ask your child to show 1 finger if it is a person; 2 fingers if it is a thing: buttons, sand, boy, jar, woman, friend, rocks, stamps, man, shells, girl.
5. Ask your child to name other familiar people and things while you show 1 or 2 fingers.



## 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 are some of the things that the kids in the story like to collect?

### Craft and Structure

- Is this a book that tells a story or one that gives information?  
How do you know?
- Do you think the friends like to go places to find things to collect? Why?

### Integration of Knowledge and Ideas

- How would the girl take care of the things she collects?
- Do you collect anything? If so, what? If not, what would you like to collect?