

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 long /ā/ sound

Sound Substitution: Say the words on the left to your child. Ask your child to repeat the word, changing the short **a** sound to a long **ā** sound:

back = bake	mad = made	tap = tape	man = main
fat = fate	rack = rake	fad = fade	lack = lake
Sam = same	tack = take	bat = bait	lad = laid
plan = plane	van = vain	salve = save	

Phonics: The long ā spelling

1. Make three columns on a blank sheet of paper and label each with the spellings for long **ā**: **a_e**, **ai**, **ay**
2. Write the following words on separate index cards:

bake	male	pay	day	sail	sale
wave	same	clay	race	nail	wait
say	name	rain	may	face	tail
spray	ray	brain	say	today	aim
3. Ask your child to read each word and place the card under the column heading that represents the long **ā** spelling in the word.

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: Theatre Vocabulary

1. Write each of the following words on the upper portion of an index card and read them aloud to your child. Ask your child to repeat the words after you:
play, stage, act.
2. Explain to your child that sometimes knowing base words can help us figure out new words. In fact, the three words **play, stage,** and **act** can help us figure out 10 new words. Add the following words, aligned to the base word and ask your child to make a prediction about their meaning. You may need to provide clues that help your child formulate a prediction:

play

playwright

playbill

screenplay

stage

stagehand

backstage

upstage

downstage

act

actor

actress

action



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 did the children in the story make? How did they learn to do this?

Craft and Structure

- Is this a book that tells a story or one that gives information? How do you know?
- How do you think the children felt when it was raining? Why?

Integration of Knowledge and Ideas

- What do you like to do on rainy days?
- What kind of puppet would you like to make? What would you use to make it?