

# 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 /ou/ sound

**Sound Substitution:** Say the words on the left to your child. Ask your child to repeat the word, changing the middle sound to the /ou/ (as in down) sound:

dawn=down	moose=mouse	shot=shout	floor=floor
catch=couch	grand=ground	hall=howl	tan=town
pond=pound	spot=spout	hand=hound	bran=brown

### Phonics: Words Inside of Words

1. Write the following words in a list, leaving spaces in between each word:  
mother    want    can    play    yellow    down    balls    kitten
2. Help your child identify and circle the shorter words found within each word and ask your child to write the smaller words next to the words in the list:  
mother: moth, the                  want: an, ant                  can: an                  play: lay  
yellow: yell, low                  down: own                  balls: all                  kitten: kit, ten

### 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: Verbs

1. Explain to your child that words that describe actions are called verbs.

2. Write the following verbs on separate pieces of paper:  
run          jump          look          see          help          work
3. Read each word to your child and ask your child to repeat it.
4. Mix the words up. Point to a word and ask your child to read it. Provide clues if your child needs them.
5. Read the following sentences to your child. Ask your child to provide an appropriate verb to complete the sentence.
  - The kitten wanted to \_\_\_\_ away. (run)
  - The kitten could \_\_\_\_ over the hose. (jump)
  - The kitten can \_\_\_\_ up to see the ducks flying by. (look)
  - The kitten could \_\_\_\_ the red and yellow leaves. (see)
  - The kitten needed someone to \_\_\_\_ when he fell in the water. (help)
  - The kitten saw the squirrel \_\_\_\_\_. (work)



## 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.
- Why did the kitten want to run away?

### Craft and Structure

- Is this a book that tells a story or one that gives information?  
How do you know?
- How did the kitten feel when it first left its mother?

### Integration of Knowledge and Ideas

- Why was the kitten scared at what it saw?
- What lesson do you think the kitten learned?