

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 soft /g/ sound

Oddity Tasks: Say the soft /g/ sound (as in **gentle**) for your child.

Ask your child to say the word that has the soft /g/ sound in the following word groups:

goat, giant, gum	go, gold, gym	gem, gold, gift
gate, gave, gentle	germ, go, give	ginger, gone, girl

Phonics: The letters G and g

1. Demonstrate how to form the letters **G** and **g** for your child.
2. Have your child practice writing **G** and **g** at least three times each.
3. Point to the word **Magic** on the front cover. Explain to your child that when **g** is followed by the letters **i** or **e**, it usually sounds like /j/.
4. Write the following words on separate pieces of paper. Say each word and ask your child to tell you if the word has a soft /g/ or hard /g/ sound (as in **girl**). If it has a soft /g/ sound, ask your child to circle the letter that makes the /g/ soft:

gas	gold	giant	cage	fog
danger	goose	germ	bag	age
dog	huge	large	rag	rage

5. Ask your child to sort the words into two groups: one for hard **g** and one for soft **g**.

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: Making Words

1. Write the word **nutcracker** at the top of a piece of paper.
2. Write each letter of the word **nutcracker** on separate small pieces of paper.
3. Explain to your child that the letters in the word **nutcracker** can be used to make new words.
4. Provide the following clues and help your child use the letters to make the correct words. Ask your child to write the words on the paper with the word **nutcracker** at the top:
 - A kind of food you eat. Almonds and cashews are examples. (nut)
 - A broken window may have one or more of these. (crack)
 - A type of playing card, often worth one point in card games. (ace)
 - A food you might eat with soup. (cracker)
 - A game that you might play to see who can run the fastest. (race)
 - A rodent with a long tail. (rat)
 - People drive this to get from place to place. (car)
 - At the store, you put your groceries in this. (cart)



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 was the little man in the story?

Craft and Structure

- Is this a book that tells a story or one that gives information? How do you know?
- Was this story about the girl's dream?

Integration of Knowledge and Ideas

- What holiday is it in the story? How do you know?
- What things in the story could not really happen?