

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 /oo/ 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 /oo/ (as in moon) sound:

man=moon

hop=hoop

tot=toot

blah=blue

tray=true

dim=doom

tab=tube

grow=grew

blow=blew

cop=coop

fall=fool

rim=room

snip=snoop

flat=flute

now=new

Phonics: Word Ladder

1. Word ladders are a fun way to build words by changing just one letter at a time.
2. Write the word **at** on a piece of paper and give your child the following step-by-step instructions (letters in between the // marks indicate that you are to give the sound as a clue rather than providing the actual letter):
 - Add the /**s**/ sound to the beginning of the word. What do you have? (sat)
 - Change the /**s**/ to a /**p**/. What do you have? (pat)
 - Change the /**t**/ to an /**n**/. What do you have? (pan)
 - Add an /**l**/ after the /**p**/. What do you have? (plan)
 - Add an **e** at the end. What do you have? (plane)
 - Add a /**t**/ at the end. Now what word do you have? (planet)

Fluency: Shared 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 taking turns, alternating readers between sentences or pages.



Language

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

Vocabulary: Adverbs

1. Explain to your child that some words help us to understand where (or when) something happens. These words are called adverbs. They “add” to the verb by telling us where the verb happens.
2. Write the following words on separate pieces of paper:
up away above here
3. Read each word to your child.
4. Mix up the words.
5. Read each of the following sentences. Say the underlined adverb in the sentence and ask your child to point to the piece of paper that has the adverb. Ask your child to name the verb that the adverb is describing.
 - The girl and boy wanted to go up. (go)
 - Here we are. (are)
 - They will go away. (go)
 - They looked above to see the moon. (looked)



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.
- Where did the children travel to?

Craft and Structure

- Is this a book that tells a story or one that gives information? How do you know?
- Could this ever happen? Why or why not?

Integration of Knowledge and Ideas

- Why did the children take such big jumps when they left the spaceship?
- Why did they land in the water when coming back?