

## 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: Rhyming Words

1. Reread the story aloud without showing the pages. Pause on every page spread and ask your child to tell you which two words rhyme:

p. 7: see/me

pp. 14–15: spot/not

pp. 22–23: three/me

pp. 8–9: no/go

pp. 16–17: play/away

pp. 24–25 car/are

pp. 10–11: do/too

pp. 18–19: do/too

pp. 26–27: one/fun

pp. 12–13: fun/run

pp. 20–21: run/fun

### Phonics: Rhyming Words

1. Fold a piece of paper lengthwise and draw a line on the fold to divide the paper into two columns.
2. Write the following list of words in the first column: no, spot, car, do, see, play, one.
3. Write the following list of words in the second column: fun, too, go, away, are, not, three.
4. Ask your child to read each list of words.
5. Ask your child to draw a line from each word in the first column to the corresponding rhyming word in the second column.

### 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: Movement Words

1. Write the following words on index cards and point to them as you read them to your child:  
follow                      climb                      slide                      hop
2. Mix the words up. Say each word in random order and ask your child to point to the correct word as you say it.
3. Mix the words up and ask your child to read as many as he or she can.
4. Say the following sentences aloud and ask your child to point to the word that is described:
  - The little people \_\_\_\_\_ the red string. (follow)
  - They \_\_\_\_\_ the long staircase with the dog. (climb)
  - They \_\_\_\_\_ down from the tree house to get to the pond. (slide)
  - The little people \_\_\_\_\_ on lily pads across the water. (hop)



## 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 string attached to?

### Craft and Structure

- Is this a book that tells a story or one that gives information?  
How do you know?
- What happened to the string at the end of the story?

### Integration of Knowledge and Ideas

- What is your favorite part of the story? Why?
- What parts of this story could happen in real life?