

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 /w/ and /hw/ sounds

Oral Blending: Say the following words and ask your child to repeat the beginning sound in each word after you say it: walk, want, way, we, what, will. The word **what** should sound slightly different from the other words. The sound at the beginning is /hw/.

Say the word parts on the left to your child. Ask your child to repeat the word, adding the /w/ or /hw/ sound to the beginning:

ag = wag

in = win

ire = wire

ill = will

e = we

est = west

aste = waste

ave = wave

Phonics: The letters Ww and Hh

1. Demonstrate how to form the letters **W** and **w** for your child.
2. Have your child practice writing **W** and **w** at least three times each.
3. Ask your child to point to the words in the book that begin with the letter **Ww**.
4. Demonstrate how to form the letters **H** and **h** for your child.
5. Have your child practice writing **H** and **h** at least three times each.
6. Ask your child to point to the words in the book that begin with the letter **Hh**.
7. Explain to your child that the letters **w** and **h** sometimes make the /hw/ sound. Say the words **weather** and **whether**. The beginning sound is only slightly different, and often the two beginning sounds sound the same.
8. Write down the following words with the spaces representing missing letters. Ask your child to fill in the spaces by writing the letters **wh** in them. Ask your child to read each word aloud.

__ere

__ale

__ip

__eel

__en

__ite

__isper

__y

__ich

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 in this book help children develop language both explicitly and implicitly.

Vocabulary: Verb Tense

1. Explain to your child that action words can be either present tense, past tense, or future tense. Present tense means it is happening right now, past tense means that it already happened, and future tense means that it will happen eventually.
2. Write each of the following story words on separate index cards:
go see ride are come have find is run
For each word, ask your child to provide the past tense and future tense verb forms and write them on separate index cards.
3. Mix up the index cards and ask your child to match the present, past, and future tense verbs.



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 are some things the witch saw on her walk?

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 witch felt when she was walking?

Integration of Knowledge and Ideas

- What night do you think it was in the story?
- If you dress up at Halloween, what would you be?