

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 long /ō/ sound

Sound Substitution: Say the words on the left to your child. Ask your child to repeat the word, changing the short /o/ sound to a long /ō/ sound:

cot=coat

sock=soak

got=goat

slop=slope

rob=robe

hop=hope

mop=mope

rod=road

blot=bloat

clock=cloak

not=note

Phonics: The long ō spelling

1. Make three columns on a blank sheet of paper and label each with these spellings for long /ō/: **ow, oa, oe**
2. Write the following words on separate index cards:

yellow	boat	rope	phone	coat
tote	float	road	slow	poke
home	grow	oak	quote	oats
blow	tow	goat	throw	note
3. Ask your child to read each word and place the card under the column heading that represents the long /ō/ spelling in the word.

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: Sink or Float

1. Write the words sink and float on separate pieces of paper.

2. Provide your child with magazines that he or she can cut pictures from.
3. Work with your child to find images of objects that will sink or float. Help your child cut the pictures from the magazines and paste them on the correct piece of labeled paper.
4. Ask your child to name the objects and label them.
5. Ask your child to read the labels.
6. Notes:
 - You may choose to fill a tub of water and gather an assortment of objects to test whether they sink or float. You can ask your child to make a prediction before putting the objects in the tub of water and write the name of the objects on the correct labeled paper after the prediction is tested.
 - If magazines and/or objects are not available, write the following words on separate index cards and ask your child to draw pictures of each: rock, feather, string, stick, crayon, plastic spoon, metal spoon, paper clip, marble.



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 baby animal did the yellow boat pass?

Craft and Structure

- Is this a book that tells a story or one that gives information?
How do you know?
- Do you think the boy was happy to find the boat?
Why do you think so?

Integration of Knowledge and Ideas

- If you could sail in a boat, where would you like to go?
- How do you think the boat got in the water in the first place?