

## 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 /g/ sound

**Oral Blending:** Say the beginning sounds listed below and ask your child to say the word formed by adding the /g/ sound to the end:

lo + /g/ = log

wa + /g/ = wag

le + /g/ = leg

fla + /g/ = flag

du + /g/ = dug

twi + /g/ = twig

hu + /g/ = hug

mu + /g/ = mug

ba + /g/ = bag

snu + /g/ = snug

fro + /g/ = frog

dra + /g/ = drag

### Phonics: The letter Gg

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. Ask your child to point to the words in the book that begin with the letter **g**.
4. Write down the following words and ask your child to circle the letter **g** in each word:

garden

grin

gap

go

peg

wiggle

flag

gate

game

plug

jug

piglet

girl

log

large

### 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: Prepositions

1. Explain to your child that some words help us to understand when something happens or where it is. These words are called prepositions.

2. Write the following words on separate pieces of paper:

above	after	before	below	down	far
in	near	out	over	under	up

3. Read each word to your child.

4. Mix up the words.

5. Read each of the following sentences. Say the underlined preposition in the sentence and ask your child to point to the piece of paper that has the preposition. Ask your child to name the object that the preposition is describing.

- The clouds in the sky are above my head. (clouds)
- When we raise the flag, it goes up the pole. (flag)
- I keep a box of toys under my bed. (box of toys)
- We have a library near our house. (library)
- I can play with my friend after my homework is done. (homework)

6. Mix up the words again and work with your child to match the opposite preposition pairs (before/after, up/down, in/out, near/far, above/below etc.).



## 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.
- How did the boy try and get the goats back?

### Craft and Structure

- Is this a book that tells a story or one that gives information?  
How do you know?
- How did the boy feel when the goats jumped the fence?

### Integration of Knowledge and Ideas

- What lesson do you think the boy learned?
- Can you describe a time when you needed someone to help you do something?