

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 soft **c** sound

Oddity Task: Say the soft **c** sound (as in Cinderella) for your child. Ask your child to say the word that has the soft **c** sound in the following word groups:

city, car, cap
cell, call, cat

can, center, candy
rack, rock, race

care, camp, circle
coin, cent, cat

Phonics: The letters **c, e, and i**

1. Demonstrate how to form the letters **c, e,** and **i** for your child.
2. Have your child practice writing **c, e,** and **i** at least three times each.
3. Point to the word Cinderella on the front cover. Explain to your child that when **c** is followed by the letters **i** or **e,** it sounds like /s/.
4. Write the following words on separate pieces of paper. Say each word and ask your child to tell you if the word has a soft **c** or hard **c** sound. If it has a soft **c** sound, ask your child to circle the letter that makes the c soft:

cent
rock

cat
race

cricket
city

circle
cart

cell
center

5. Ask your child to read each completed word, provide help sounding them out as needed.

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

Vocabulary: Homophones

1. Explain to your child that sometimes we combine two words that can sound alike and are sometimes spelled the same way but mean different things. These kinds of words are called homophones.

2. Point to the word Ball on the front cover. Ask your child what the word means. If your child doesn't know explain that it is a fancy party with dancing. Ask your child to tell you about a different meaning for ball.
3. Write the following words on separate pieces of paper:

| | | | | | | |
|--------|-------|------|------|------|------|-------|
| night | rap | pane | toe | hare | sail | mail |
| meet | brake | l | red | tale | deer | eight |
| knight | wrap | pain | tow | hair | sale | male |
| meat | break | eye | read | tail | dear | ate |
4. Read each word to your child.
5. Mix up the words and ask your child to match the homophone pairs.
6. Ask your child to tell you what each word means. If your child doesn't know, discuss the different meanings for each homophone pair and point to the word to help your child recognize the right spelling.



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 prince find Cinderella?

Craft and Structure

- Is this a book that tells a story or one that gives information?
How do you know?
- How did the prince feel when he met Cinderella?

Integration of Knowledge and Ideas

- What lesson do you think the sisters learned?
- What parts of this story could not really happen?