

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 /k/ sound

Oddity Task: Say the /k/ sound for your child. Ask your child to say the word that has the /k/ sound in the following word groups:

kid, rid, bid

rot, run, rock

pan, pat, pack

dot, Don, dock

Sam, sat, sack

rind, kind, mind

Phonics: The letter Kk

1. Demonstrate how to form the letters **k** and **k** for your child.
2. Have your child practice writing **k** and **k** at least three times each.
3. Write down the following words and ask your child to circle the letter **k** in each word:

back

kit

make

king

rocket

look

work

like

lock

kitten

bucket

truck

key

milk

chicken

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: Nouns and Verbs

1. Write the following words on separate pieces of paper and point to them as you read them to your child:

go

mother

house

jump

father

boy

work

run

girl

tree

2. Point to each word and read it aloud to your child. Ask your child to repeat the word.
3. Explain to your child that words describing people, places, and things are called nouns and that words describing actions are called verbs.
4. Divide a piece of paper in half vertically and write the words nouns and verbs at the top, one word in each column.
5. Ask your child to sort the words on the pieces of paper by placing them in the correct column depending on whether the word on the paper is a noun or a verb.
6. Continue identifying nouns and verbs by playing a game in which one of you names a noun and the other names a verb to go with the noun (for example; dog/bark, baby/cry, grass/grow, flower/bloom, car/drive, 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.
- What happened when the children ate the treats off of the house?

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 boy and girl felt when they got lost?

Integration of Knowledge and Ideas

- Would you have eaten the cookies on the house? Why or why not?
- What lessons do you think the children learned?