

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 /l/ sound

Substitution: Say the following words to your child and ask him or her to substitute the first sound in the word with /l/:

race = lace	cake = lake	pot = lot	dove = love
bean = lean	sick = lick	mist = list	jump = lump
cook = look	night = light		

Phonics: The letter L I

1. Demonstrate how to form the letters **L** and **I** for your child.
2. Have your child practice writing **L** and **I** at least three times each.
3. Ask your child to point to the words in the book that start with the letter **I**.
4. Write down the following words and ask your child to circle the letter **I** in each word:

girl	look	walk	will	little	yellow
mail	like	lunch	film	land	wolf
leaf	peel	talent	fall	left	pile

Fluency: Reader's Theater

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. Decide who will be Little Red Riding Hood, and who will be the other characters. Reread the story with each reader reading only his or her own part(s).
3. Practice reading with expression and changing voices for the characters.



Language

The concepts, illustrations, and text help children develop language both explicitly and implicitly.

Vocabulary: Compound Words

1. Explain to your child that sometimes two words can be put together to make a new word. These are called compound words. The story has two compound words: *something*, and *grandmother*.
2. Write down the following words on separate pieces of paper:
bird stick back boat fire house
light row bend sail yard day
book note place wood candle pack
3. Help your child move the pieces of paper around to form compound words.

Possible answers: *birdhouse, firehouse, fireplace, firewood, fireboat, houseboat, rowboat, sailboat, yardstick, candlestick, backyard, backbend, backpack, daylight, notebook*



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 did Little Red Riding Hood gather in her basket on the way to Grandmother's?

Craft and Structure

- Is this a book that tells a story or one that gives information? How do you know?
- How do you think Little Red Riding Hood felt when she saw the wolf at Grandmother's house?

Integration of Knowledge and Ideas

- Who do you think the man was that came to Grandmother's?
- Do you think Little Red Riding Hood would have met the wolf if she hadn't stopped along the way?