



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 i sound

Oddity Task: Say the long **i** sound (as in I or ice) for your child. Ask your child to say the word that has the long **i** sound in the following word groups:

bike, bin, bid	whiff, wife, win	in, fin, ice
sit, sip, side	pin, pen, pine	light, lit, let
red, rid, ride	chimp, champ, child	

Phonics: The letter Ii

1. Demonstrate how to form the letters **I** and **i** for your child.
2. Have your child practice writing **I** and **i** at least three times each.
3. Ask your child to point to the words in the book that begin with the letter **i**.
4. Write the words listed below on separate pieces of paper. Read each word aloud and ask your child to repeat them.

tie	rice	try	pie	sky	sigh
five	like	light	kind	nice	shy
high	fly	climb	night	ice	slide

5. Write the following long **i** spellings at the top of a piece of paper

i		i_e		ie		igh
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6. Ask your child to sort the words by placing them under the correct long **i** spelling.

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: Personal Pronouns

1. Explain to your child that words that can be substituted for the names of people are called pronouns.
2. Write the following words on separate pieces of paper:
I me he she we you they
3. Read each word to your child and ask your child to repeat it.
4. Mix the words up. Point to a word and ask your child to read it. Provide clues if your child needs them.
5. Read the following sentences to your child. Ask your child to provide an appropriate pronoun to complete the sentence.
 - The mother in the story is red. ___ is also little.
 - She asked the others, "Can ___ help me?"
 - The mother told the others to go away. She said, "Go away. It is for my baby and ___."
 - The others did not help. ___ did not work.
 - When the mother put the food out, the others said, "___ can help."



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 is the mother getting on page 7?

Craft and Structure

- Is this a book that tells a story or one that gives information? How do you know?
- Why didn't the other three want to help the mother?

Integration of Knowledge and Ideas

- What kind of food would you feed a baby?
- What is the lesson in this story?