

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 /th/ sound

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

sing = thing

bird = third

jaw = thaw

bank = thank

pick = thick

sigh = thigh

crow = throw

jump = thump

wink = think

dirty = thirty

win = thin

bread = thread

Phonics: The letters Tt and Hh

1. Demonstrate how to form the letters **T**, **t**, **H**, and **h** for your child.
2. Have your child practice writing **T**, **t**, **H**, and **h** at least three times each.
3. Ask your child to point to the words on the cover of the book that start with the letters **th**.
4. Explain to your child that when we see the letters **t** and **h** together in words, they make a different sound than either letter does on its own.
5. Write down the following words and blanks and ask your child to write the letters **th** to complete each word:

__ en wi __ bro __ er __ is __ ing tee __
ba __ tub ma __ __ em heal __ y clo __ pan __ er

6. Read each word aloud for your child, asking your child to repeat the word.
7. Randomly point to words and ask your child to read them.
8. Ask your child to spell other words with the **th** sound in them.

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 the wolf, and who will be the other characters (pigs and narrator). 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: Adjectives—Comparatives and Superlatives

1. Explain to your child that sometimes we use different forms of describing words to compare things. In order to make the describing words (adjectives) more specific, we sometimes add **-er** and **-est** to the word.
2. Write the following words on separate pieces of paper:
small hard cold strong weak tall smart
3. Write the suffixes **er** and **est** on separate pieces of paper.
4. Place the suffixes, one at a time, next to each word to make a new adjective. (for example: smaller, smallest)
5. Divide a piece of paper into three columns.
6. Write each word in the left column.
7. Label the middle column **-er** and the right column **-est**.
8. Help your child complete the chart by adding **-er** and **-est** to each word and write the new adjective in the appropriate column.
9. Discuss each set of words and ask your child to give examples for each. (for example: I am tall. My older sister is taller. My dad is the tallest.)



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 materials were the three houses made of?

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 third pig felt on page 24?

Integration of Knowledge and Ideas

- Can you think of other things animals use to make houses?
- What would you use to build a house with? Why?