

READING REINFORCEMENT

The following activities support the findings of the National Reading Panel that determined the most effective components for reading instruction are: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Text Comprehension.



Phonemic Awareness: The /o/ sound

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

tip = top

seed = sod

luck = lock

jig = jog

sick = sock

leg = log

step = stop

ship = shop

pat = pot

dill = doll

let = lot

rib = rob

fix = fox

tick = tock

deck = dock



Phonics: The letters O and o

1. Demonstrate how to form the letters **O** and **o** for your child.
2. Have your child practice writing **O** and **o** at least three times each.
3. Write down the following letters and spaces and ask your child to write the letter **o** on the spaces in each word:

bl_ck

st_p

m_m

m_p

j_b

d_t

t_p

sh_p

cl_ck

dr_p

fr_g

tr_t

h_t

l_g

kn_ck

n_t

s_ck

g_t



Vocabulary: Concept Words

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

truck

hose

firefighter

boots

helmet

flames

2. Say the following sentences aloud and ask your child to point to the word that is described:

- This is a person who puts out fires. (firefighter)
- Firefighters wear these to keep their feet and legs safe. (boots)
- This is what firefighters wear to protect their heads. (helmet)
- Firefighters ride on this to get to the fire. (truck)
- The fire truck has a very big one of these to get water to the fire. (hose)
- The hose helps firefighters put these out. (flames)



Fluency: Shared Reading/CLOZE

1. Reread the story with 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 occasionally so your child can supply the next word. For example, *We will see something _____ (big), or It is red so we have to _____ (stop), or Do not play with _____ (fire).*
3. Now have your child reread the story, stopping occasionally for you to supply the next word.



Text Comprehension: Discussion Time

1. Ask your child to retell the sequence of events in the story.
2. To check comprehension, ask your child the following questions:
 - What color on the light means it is safe to walk?
 - What do firefighters wear? Why?
 - Why did Dear Dragon laugh at the boy?
 - What did the firefighter give the kids?