

## 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: Plurals

1. Explain to your child that when a word stands for more than one of something, it is called a plural and that the /s/ sound is added to the word to make it plural. Say the following singular words aloud and ask your child to respond with the plural form:

boy=boys

dragon=dragons

book=books

wagon=wagons

stair=stairs

puzzle=puzzles

kid=kids

bear=bears

chair=chairs

2. Read the plural forms of each word and ask your child to respond with the singular form.



### Phonics: Plural Spelling for Words Ending in consonant+y

1. Turn to page 9 and point to the name on the building and read the word library.
2. Ask your child to name the final letter in the word library (y).
3. Ask your child to say the plural word for more than one library (libraries).
4. Fold a sheet of paper in half lengthwise. Draw a line down the center of the paper. Write the word library at the top of the left column and the word libraries at the top of the right column.
5. Ask your child to notice which letters are the same and which letters are different in the two words.
6. Explain to your child that when a singular word ends in a consonant plus **-y**, we need to change the **y** to an **i** and add the letters **es** to make it plural.
7. Write the following words in the left column:

story

baby

puppy

mommy

pony

family

daisy

lady

party

daddy

8. Read each word aloud and ask your child to repeat it.
9. Ask your child to write the plural form of each noun in the right-hand column. Remind your child that she or he needs to change the **y** to an **i** and add **es**.



### Vocabulary: Physical Science/Force Words

1. Turn to page 7. Ask your child what the boy is doing (pushing the wagon). Ask your child what the dragon is doing (pulling the wagon).
2. Write the word **push** at the top of a blank sheet of paper and the word **pull** at the top of another blank sheet of paper.
3. Ask your child to draw things that can be pushed on the paper labeled **push** and things that can be pulled on the paper labeled **pull**.
4. Ask your child to name the drawings and label each one.
5. Ask your child to make a complete sentence using the illustrations and labels. (For example: I can pull a wagon.)
6. Examples of pushes and pulls:

Push: swing, chair toward the table, door closed, lawnmower, shopping cart, baby stroller, doorbell, pedals on a bicycle

Pull: rope, chair away from the table, door opened, socks on feet, sled, trailer, a weed from the ground, picking fruit from a tree



### Fluency: Shared 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 taking turns, alternating readers between sentences or pages.



### 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:
  - Where did the boy and the dragon go?
  - What happened when they were there?
  - What kinds of books would you like to check out from the library?