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To the Teacher

Comprehension introduces children to the basic skills needed for becoming good readers. Each reading activity is based on animals and visiting the zoo, and was especially designed to be relevant to young children. Students are asked to read selections and then complete the activities to reinforce comprehension. Every chapter introduces and reinforces an important reading skill. Each chapter begins with an explanation page that defines a particular reading technique and gives examples. These pages can be saved and later compiled into a reading rules booklet. Each chapter also contains activities to give children plenty of practice mastering reading concepts.

Because children must be able to correctly identify the words before they can comprehend them, in the first two chapters a quick review of phonics and basic sight words is included. Chapters on reading for the main idea, summarizing, sequencing, story structure, and reading for tone comparisons follow. Students practise these reading skills with a variety of fun-filled activity sheets.

So that the young readers will be able to comprehend at a deeper level, identifying the speaker and reading for more meaning are also introduced and reinforced. Careful attention is given to following written directions and reading to gain specific information. In the last chapter, more advanced skills are covered as children are asked to read newspapers, timetables, time lines, charts, graphs, and maps.

The important thing is to focus on the joy of reading. Praise improvement as well as accurate comprehension.

Identifying Sounds in Words

Words are a combination of letters. The letters make phonetic sounds. When we hear a word spoken, we can distinguish some or all of the letters that spell that word. Read the story below to learn more about identifying sounds in words.

Megan and Mark were on the way to the zoo with their mother and father. The drive wasn't too long, but Mark and Megan wanted to get to the zoo quickly. Dad said, "Let's play a game to make the time go faster. I'll say a word, and you can try to find a word on a road sign that starts with the same sound."

"Great!" yelled Mark. "Let's start now!"

"The first word is *cat*," said Dad. "Find a word that begins with the same sound you hear at the start of *cat*."

The children looked out the windows. Suddenly, Megan shouted, "Car! There's a sign with the word car on it! Car starts with a 'c' just like cat."

"Super!" said Dad. "Now can you find a word that ends like ball?"

Megan and Mark looked carefully. Mark saw a word that ended with the "l" sound first. "*Hotel* ends the same way ball does."

"You are good at this game," Dad said. "Try this hard one now. Listen to the word *bed*. Can you find a word with the same vowel sound that you hear in the middle of *bed*?"

"Pet!" screamed both children at the same time. "That sign says 'Pet Shop'," Megan added.













"Hurry, Dad. I can't wait to get to the zoo!"



Name _____

Identifying Beginning Sounds

Play a game to practise identifying beginning sounds. Cut out the word cards on this page. Give the cards with a face on them to your partner. Keep the rest for yourself. One person starts by saying a word on one of his cards. The other person finds the card in his set that starts with the same sound. Take turns saying different words aloud. Then work with your partner to find matches for all of the cards. Both players win if all of the cards are matched correctly. Remember, you are looking for words with the same beginning sound. All of the matches do not start with the same letter.

back	dog	bed 	dip 
fit	go	far 	gave 
hand	jacket	hot 	job 
kitten	less	cap 	like 
mat	nest	miss 	knock 
pass	rust	put 	rose 

Reading Basic Sight Words

Sight words are those words that can be read without sounding out each letter. When you learn to read basic sight words you will be able to read with speed and ease. Read the story below and you will understand more about basic sight words.

"We're here!" shouted Megan. "We're finally at the zoo!"

"I'll go get the tickets," Mum said. "You wait here with Dad and Mark."

As Mum walked to the gate, Megan and Mark looked at the pictures of animals that were on the walls around the zoo. Mark could read the words on the pictures, but Megan was too young to read them all. "Some of the pictures have the same words on them," Megan noticed. "Why?"

Mark smiled. "Those words are used over and over again when we talk and read. When you start school, your teacher will call them sight words."

"Why are they called sight words?" asked Megan.

"You will use those words so often that you won't want to take the time to sound them out. You just memorize the way the words look, and then you can read them quickly," Mark answered. "Words such as *the*, *look*, and *said* are sight words."

"I'll be glad to learn to read more," said Megan. "But right now, I would be happy just to go to the zoo. Look, there's Mum! Let's go!"

