

Comprehension & Vocabulary Activity

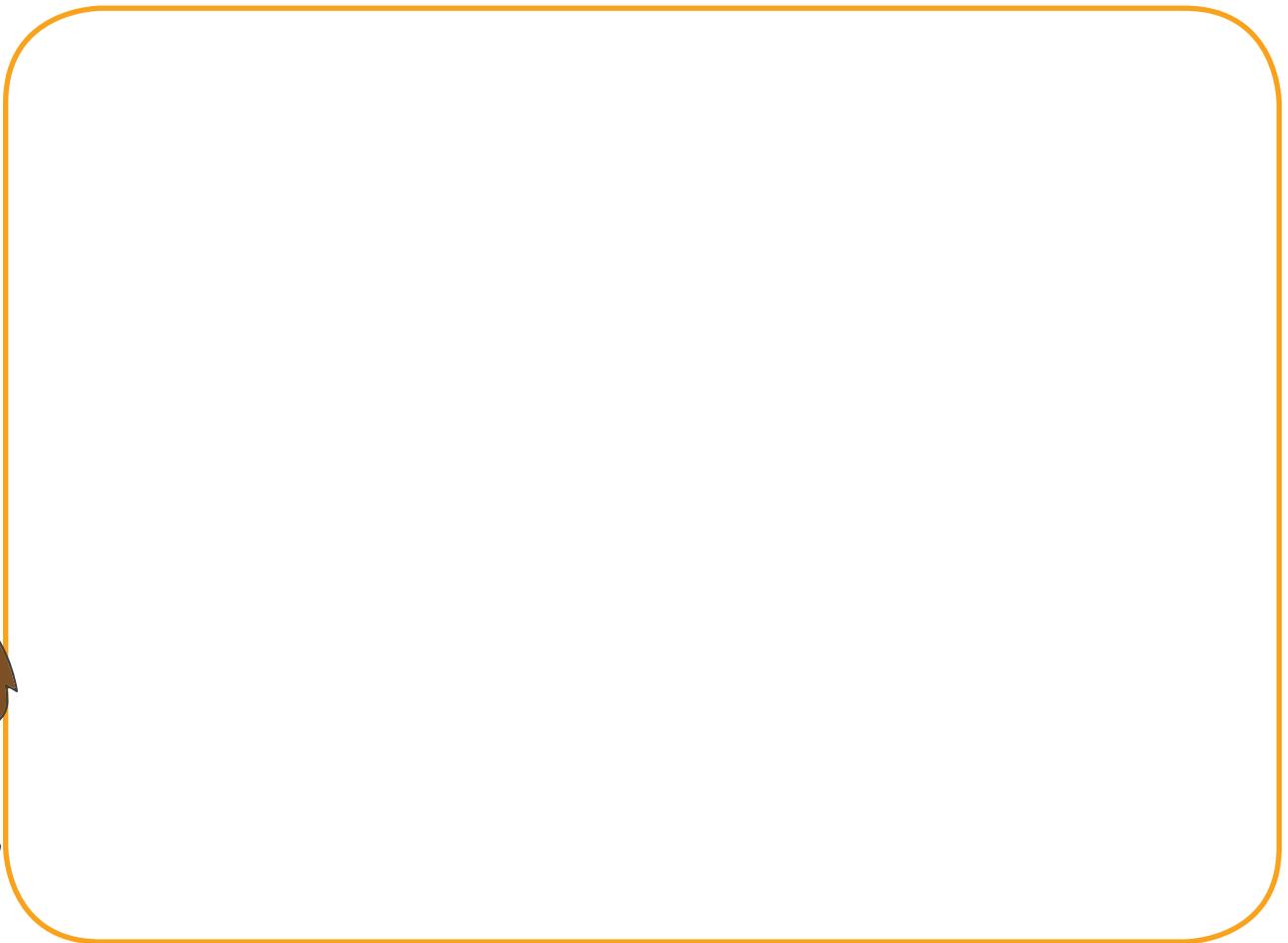
Activity directions:

Tell your child they will practice two things that will help them become better readers: stopping to think about what was read and finding words that confuse them. (These are skills that help monitor understanding/ summarizing and build vocabulary). Have your child read the story below aloud to you (help them as needed). Stop at each star (*) to ask your child to draw what happened and tell you with words. They can also try to write their own “summary”. Then ask them to think about any new words they might not know the meaning of (encourage them to sound out words and then think if they know what they mean). They should ask “What does ____ mean?” every time they hear a word they don’t know. Encourage them to do this while you are reading, before you come to a star, so that you explain each new word in context. At the end, they will pick three words to illustrate and define in their own words, and also identify the problem and solution (see worksheet below).



Sam is a big, black cat. He looks swell, with long legs and soft fur. But he is a grump. He sniffs the other animals and says, “Go away from me! I like to be by myself.”

Draw, tell, and write what happened in the first part here:



Parents, help your child ask what words confused them and explain what they mean. Check that they understand swell, fur, grump, sniffs.

Bob the dog sees Sam and wants to be his pal. “I will be just like Sam, and then he will like me,” says Bob. Sam skips up the steps. Bob skips up the steps. Sam lets out a shrill yelp. Bob lets out a shrill yelp.

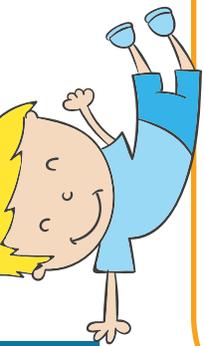
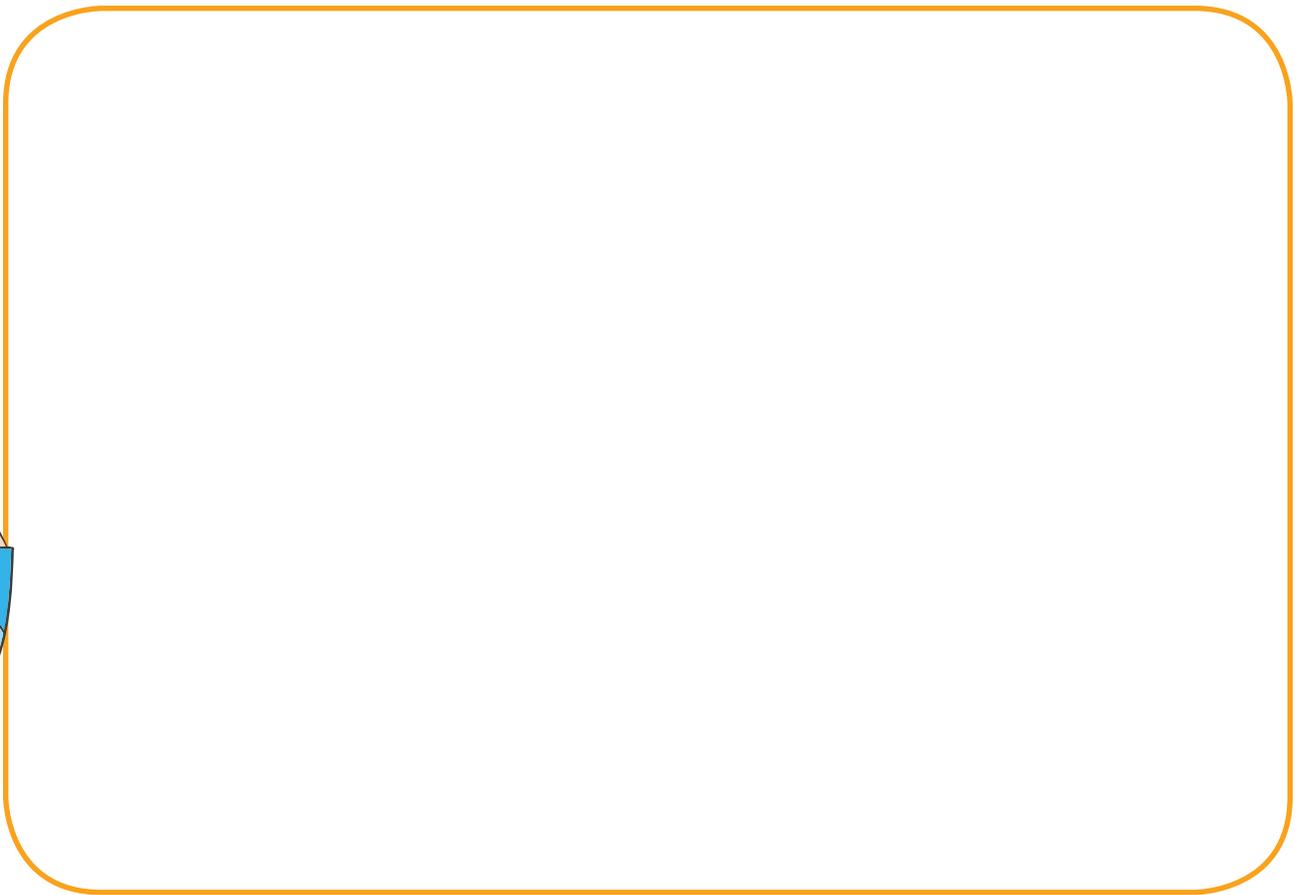
Draw, tell, and write what happened in the first part here:



Parents, help your child ask what words confused them and explain what they mean. Check that they understand **pal**, **skips**, **shrill**, **yelp**.

“Stop doing the same things I am doing!” yells Sam. Bob looks glum. “But I want to be your pal!” Bob says. Sam is in shock. “But I am a grump!” Sam says. “I think you are fun,” Bob tells him. They both grin. “Let’s go toss a ball as pals,” Sam says.

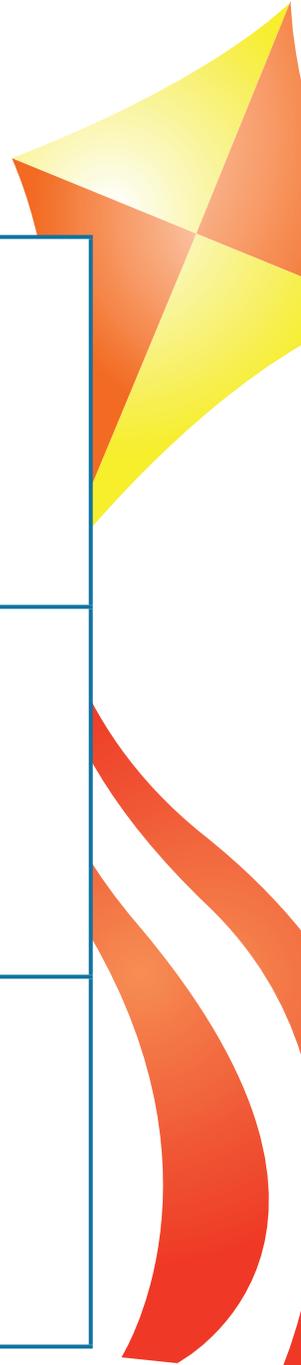
Draw, tell, and write what happened in the first part here:



Parents, help your child ask what words confused them and explain what they mean. Check that they understand **glum, shock, grin, toss**.

Parent: Have your child write the new vocabulary words your child chose in the first box, and tell or write what it means. Then have him or her draw it in the next box.

Word #1: _____ means	
Word #2: _____ means	
Word #3: _____ means	



Parents: Talk to your child about what a problem and a solution is. Explain that most fiction stories have at least one problem and solution. Guide your child in identifying the problem and solution of the story above, and then have him or her write and draw it below.

The problem of the story was:

The solution of the story was:

