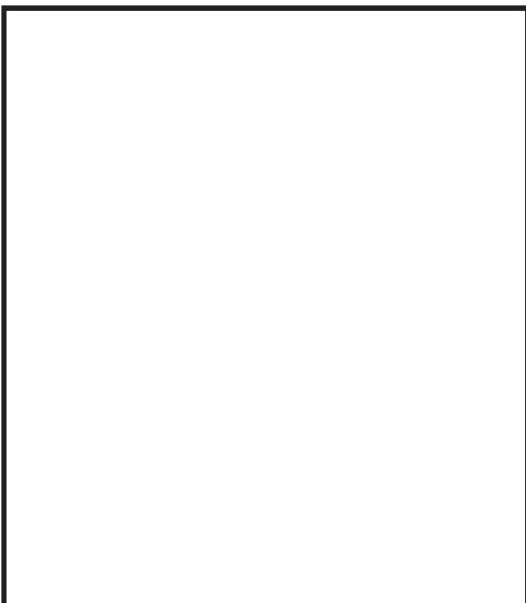
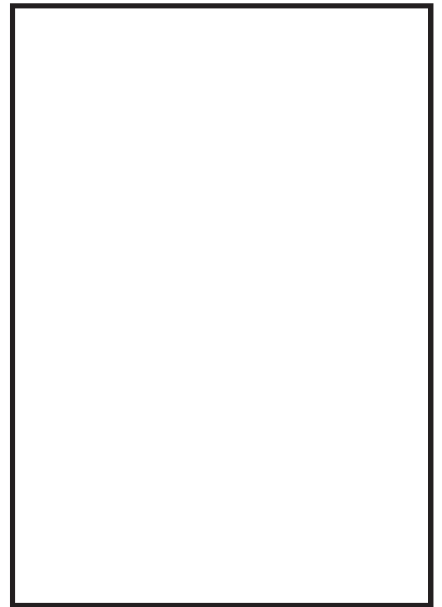
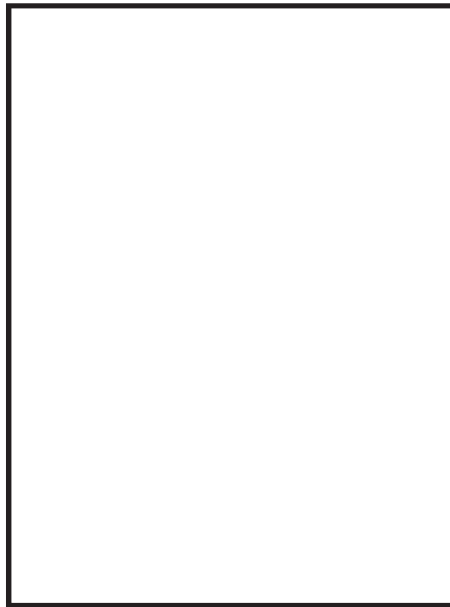
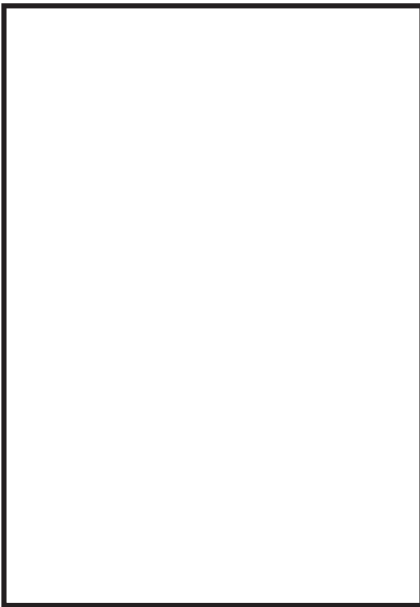
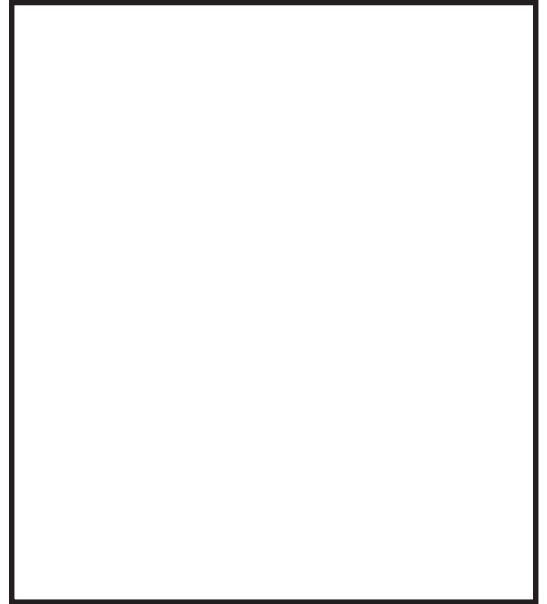
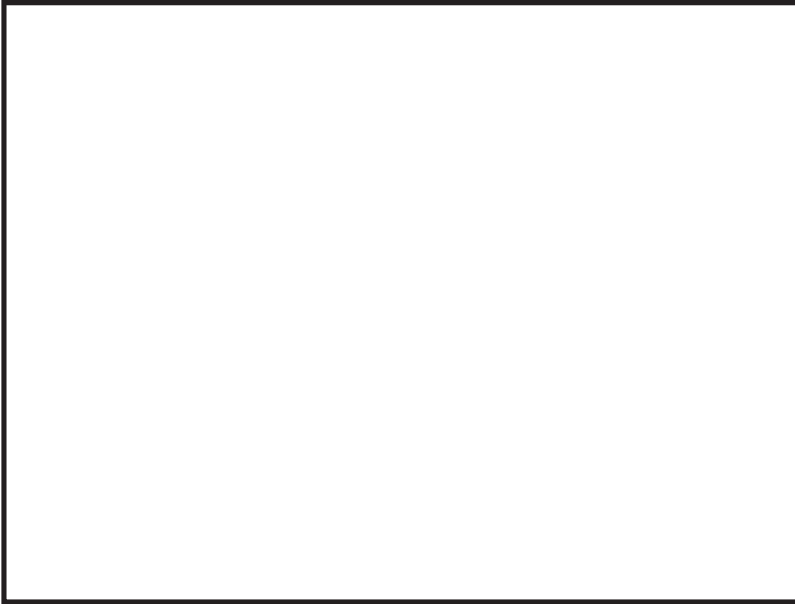
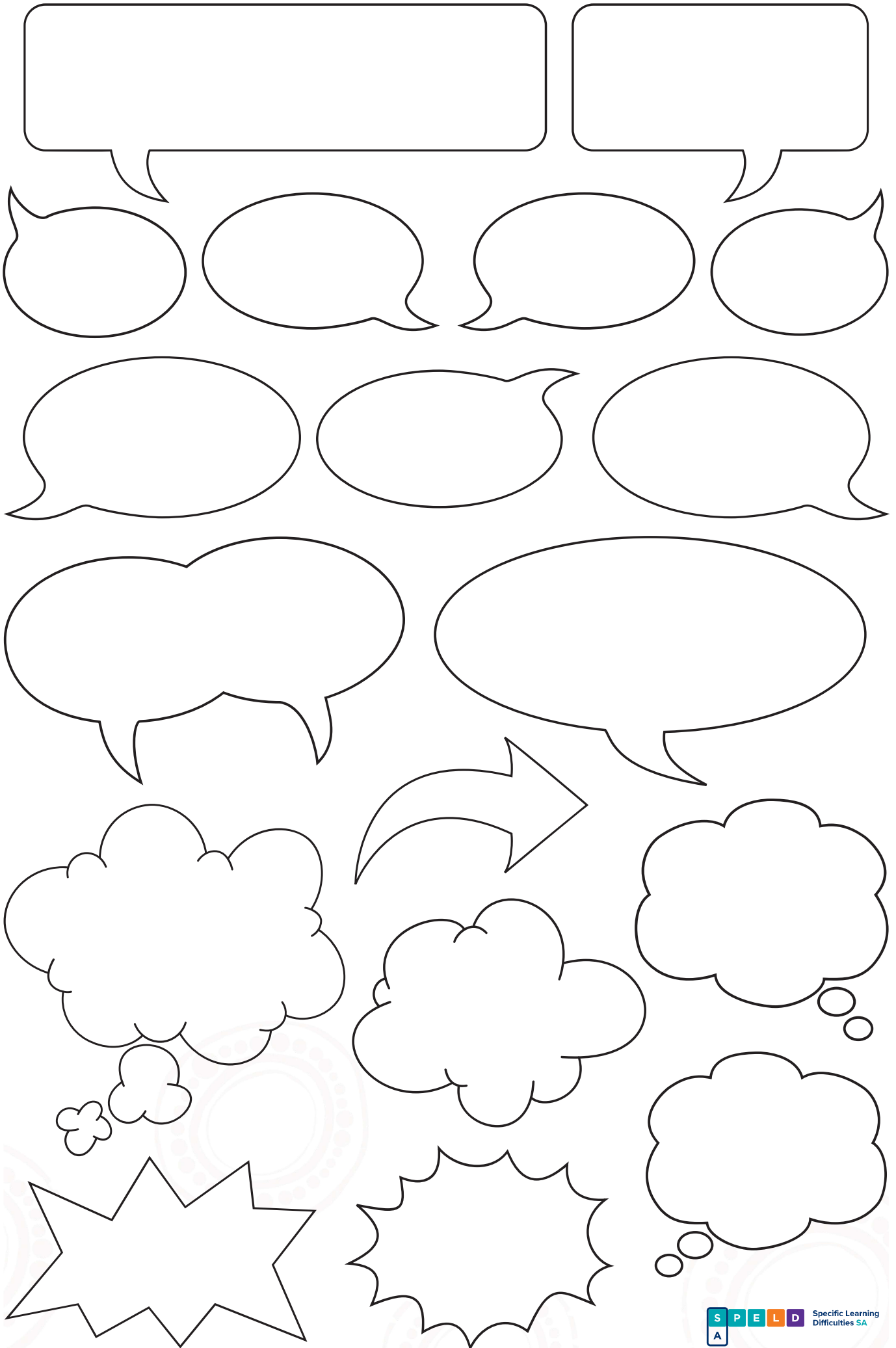


Comic strip

Name:

Date:





A horizontal row of two empty square boxes. To the right of the boxes is a cartoon ant character with a yellow and black striped abdomen, antennae, and a surprised expression. Below the boxes is a long horizontal arrow pointing to the right, starting with a small black dot.

A horizontal row of three empty square boxes. To the right of the boxes is a cartoon ant character with a yellow and black striped abdomen, antennae, and a surprised expression. Below the boxes is a long horizontal arrow pointing to the right, starting with a small black dot.

A horizontal row of four empty square boxes. To the right of the boxes is a cartoon ant character with a yellow and black striped abdomen, antennae, and a surprised expression. Below the boxes is a long horizontal arrow pointing to the right, starting with a small black dot.

A horizontal row of five empty square boxes. To the right of the boxes is a cartoon ant character with a yellow and black striped abdomen, antennae, and a surprised expression. Below the boxes is a long horizontal arrow pointing to the right, starting with a small black dot.




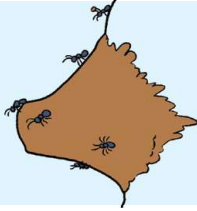
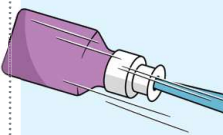
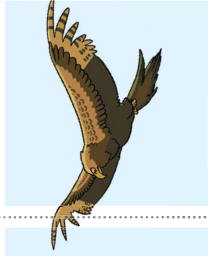


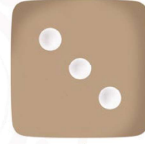
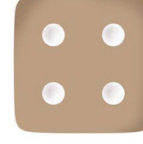


Hear the sounds in words!



Instructions: The instructor says a word and the student repeats. Practice saying the word slowly, stretching out the sounds. Say the word slowly again and have the student move a counter into a square for each sound/phoneme.

Variation:

Follow the instructions above and then either write the graphemes or use letter tiles in the box that represent the sounds in the word.

					
dirt	hawk	claws	brown	launch	bird
fur	walked	grow	stir	down	screw
yellow	few	talk	walk	burrow	girl
raw	wow	flew	show	thirds	own
hurt	crow	turn	small	turns	crawl
saw	how	first	follow	all	smirk
					







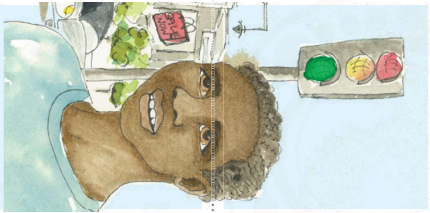
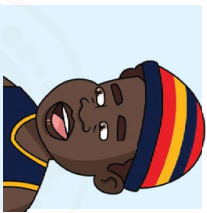

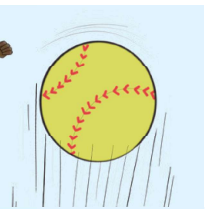

Set 10 ★

Roll and read ★



Materials: 2-4 players, a die, some coloured counters – one colour per player.

Instructions: Take turns to roll the die and say the first word on that number row. Place a colour counter over the word if read correctly. Read the next available word in that number row each turn and cover. Read the last word in a row to win. **Variations:** Read the word and identify how many sounds are in the word; put the word into a sentence; ask a question with the word; cover then write the word; write a sentence using the word.

Set 10 ★★ 					
burst	slow	now	girl	dew	walk
crowd	murmur	saw	walking	flow	stew
new	show	jewels	tall	pillow	birds
bird	return	yawn	jaws	crows	follow
crown	first	sturdy	grow	firmly	turn
yellow	town	surprise	applaud	throw	snow
					

Roll and read ★★



Materials: 2-4 players, a die, some coloured counters – one colour per player.

Instructions: Take turns to roll the die and say the first word on that number row. Place a colour counter over the word if read correctly. Read the next available word in that number row each turn and cover. Read the last word in a row to win. **Variations:** Read the word and identify how many sounds are in the word; put the word into a sentence; ask a question with the word; cover then write the word; write a sentence using the word.

Describe one of the settings in the book.

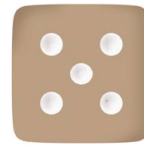
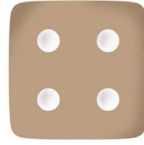
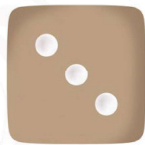
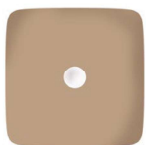
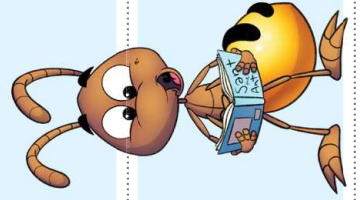
What happened in the book that has happened to you?
Explain.

Which words did you find interesting or new?

Is the book fiction or non-fiction? How could it be both?

How would you convince others to read this book?

If you were to meet the author of this book,
what would you ask them?



Roll and reflect

Instructions: This activity is best done after several reads of the same book. In an adult-led small group, students take turns rolling a die and respond to the question for the number rolled. The adult will need to read the questions for the students. If students have difficulty responding, prompt or refer back to the book and model aloud the thinking of coming to an answer. Gradually release the support given as students become more familiar with the activity.

Name: Date:

Characters

Empty rectangular box for writing characters.

End

Empty rectangular box for writing the end of the story.

Middle

Empty rectangular box for writing the middle of the story.

Beginning

Empty rectangular box for writing the beginning of the story.

