



Name: .....

Date: .....

Verb who what?

Is it a cat?



.....

.....

.....

Verb who what?

Is it a cat or a rat?



.....

.....

.....

## Building questions ★



**Instructions:** Model and explain the parts of a question using the headings and red punctuation reminders on the template. Enlarge template if necessary. Create questions together with students, using the template. The question starts with the verb 'is' (to be). Provide a copy of the template to each student. Students work in pairs, then independently, to create their own questions with punctuation, using the template as a guide. Provide many opportunities for practice.

**Set 2 nouns:** cat, rat, cap, hat, Dad, Rick, hen, Kim, Mick, Sant **Set 2 verbs:** kick, rip, stamp, hiss, hit.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Verb who/what verb?

Did the ant spin?



Verb who/what verb?

Did Ann spin or sit?



### Building questions ★★



**Instructions:** Model and explain the parts of a question using the headings and red punctuation reminders on the template. Enlarge template if necessary. Create questions together with students, using the template. Note the question starts with the verb 'did'. Provide a copy of the template to each student. Students work in pairs, then independently, to create their own questions with punctuation, using the template as a guide. Provide many opportunities for practice.

**Set 2 nouns:** sand, Ken, track, kid, Nick, map **Set 2 verbs:** kick, rip, stamp, hiss, hit, ran, trick, print, sprint, skid, pant, stand



Name: .....

Date: .....

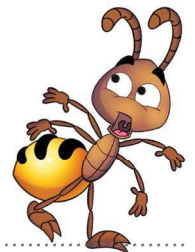
**Who/What** verb (action) **who/what**.

Rick kicks the mat.



**Who/What** verb (action) **where**.

Sant ran in the sand.



## Building sentences ★



**Instructions:** Model and explain the parts of a sentence using the headings and red punctuation reminders on the template. Enlarge template if necessary. Create sentences together with students, using the template. Provide a copy of the template for each student to write on. Students work in pairs, then independently, to create their own sentences with punctuation, using the template as a guide. Provide many opportunities for practice.

**Set 2 verbs:** kick, rip, stamp, hiss, hit, ran, is/am



Name: .....

Date: .....

Who/What verb (action) where.

Ken skids at the track.



Who verb (action) what: what, what, what.

I pack a sack: a cap, a map, a drink.

## Building sentences ★★



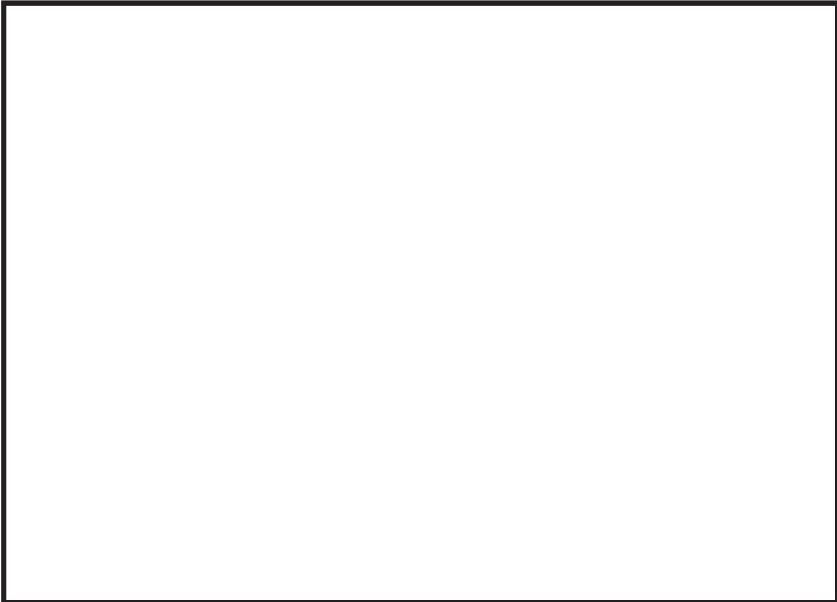
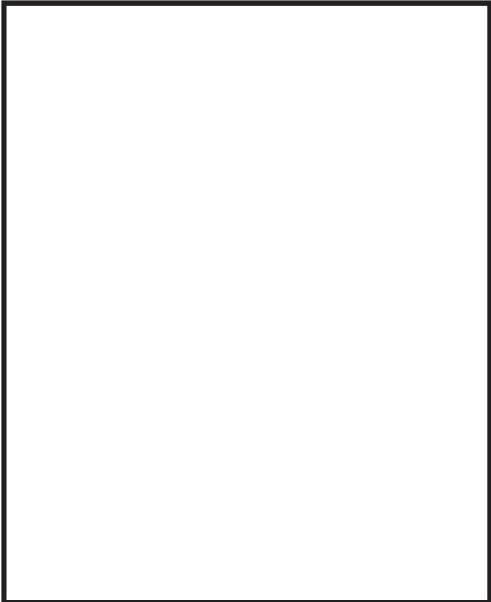
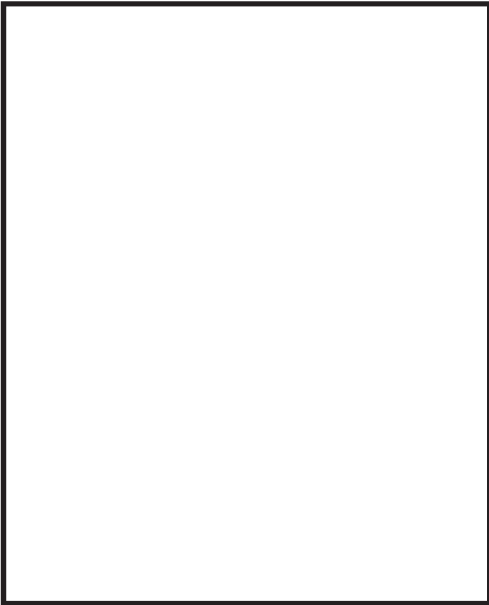
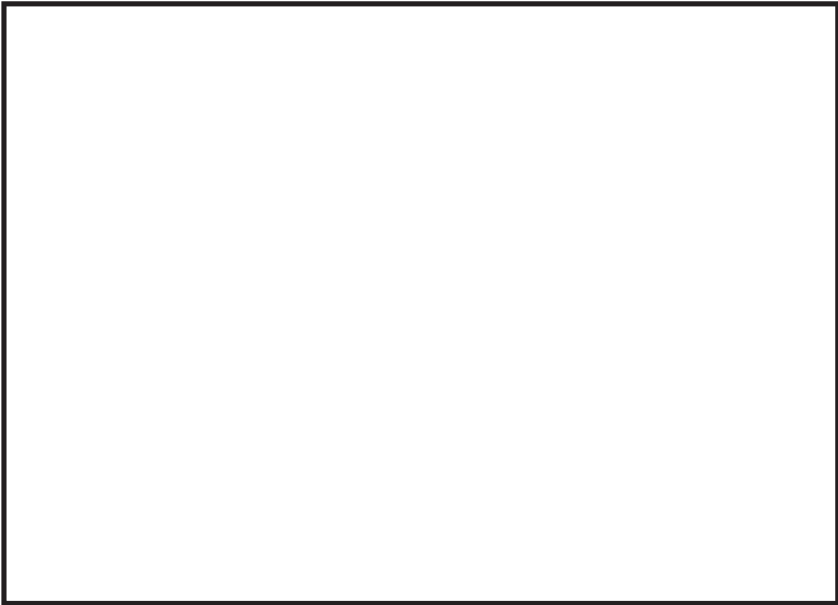
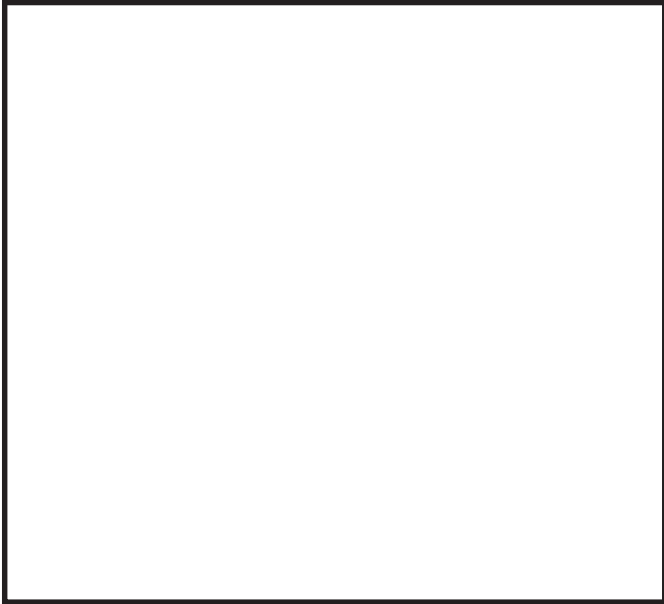
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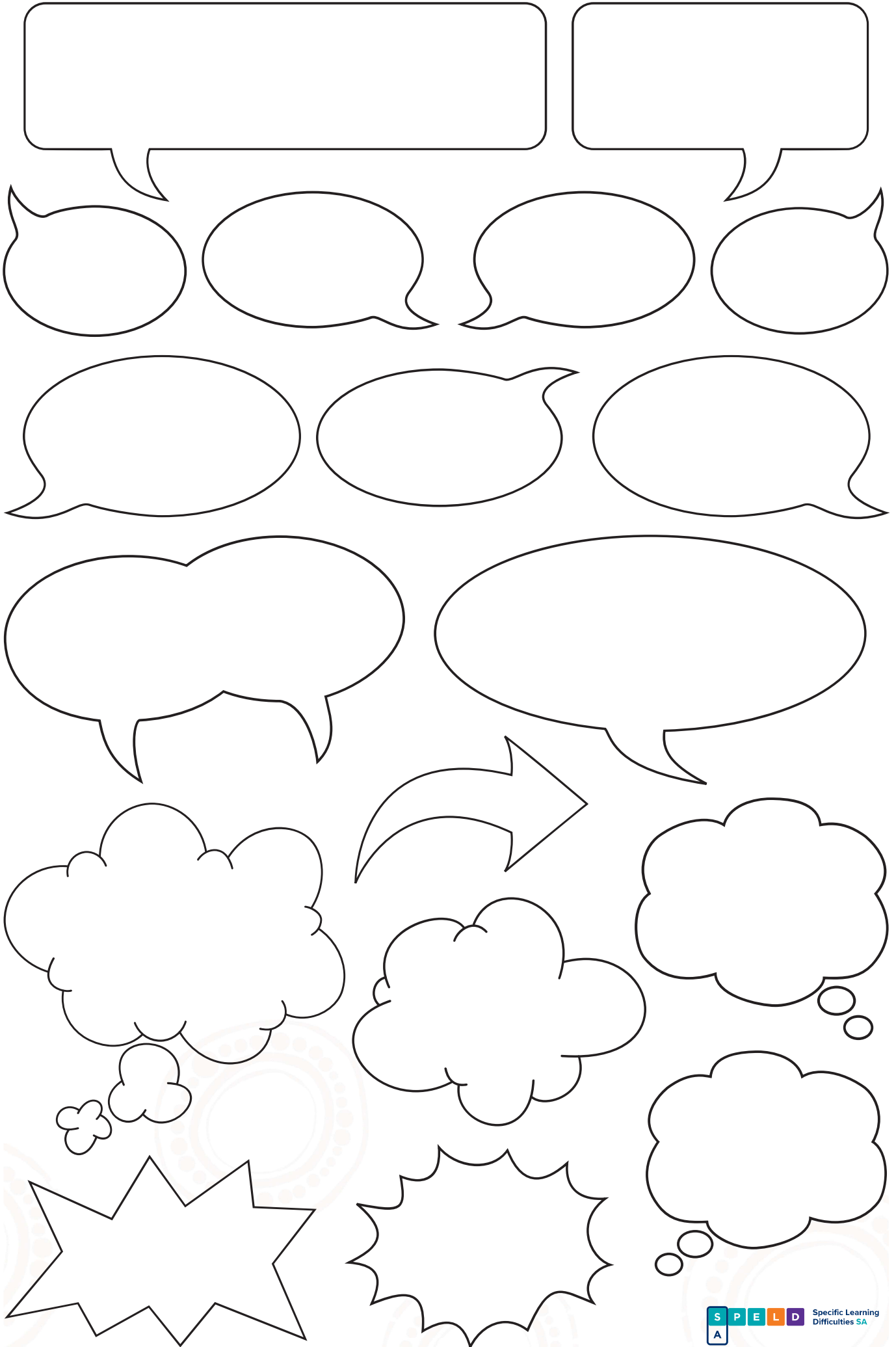
**Set 2 verbs:** kick, rip, stamp, hiss, hit, ran, ran, trick, print, sprint, skid, pant, pack, stand, kept, hid

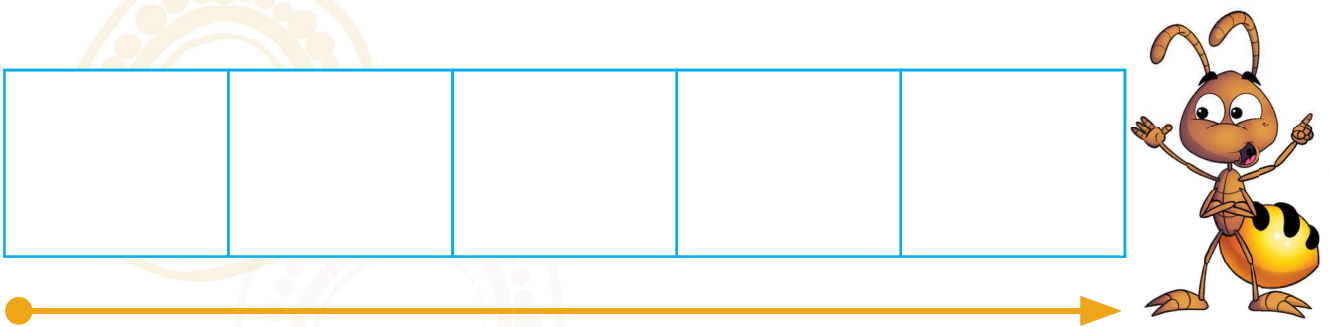
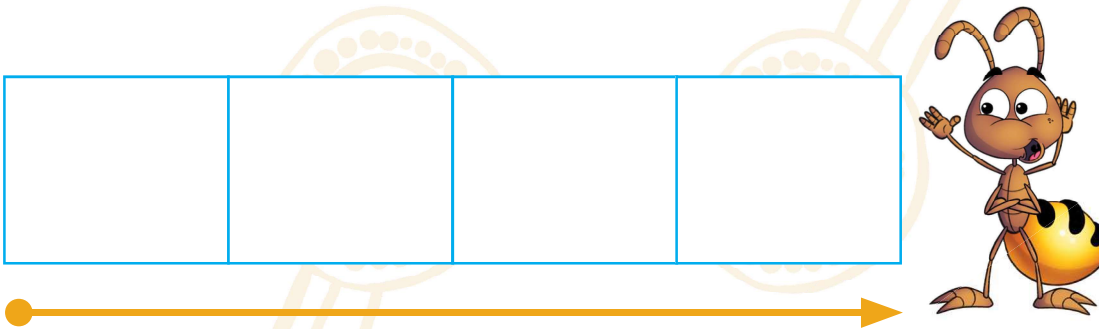
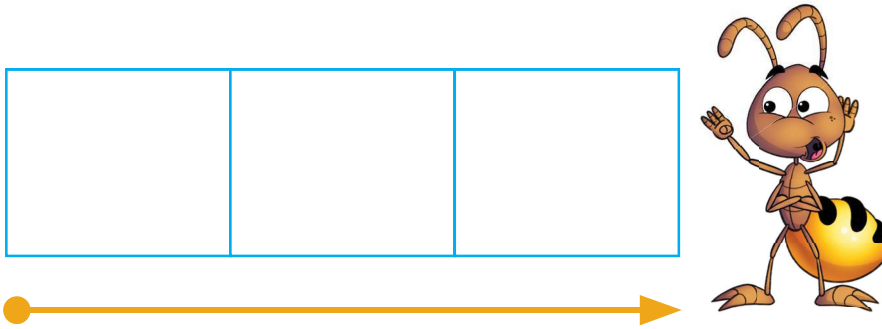
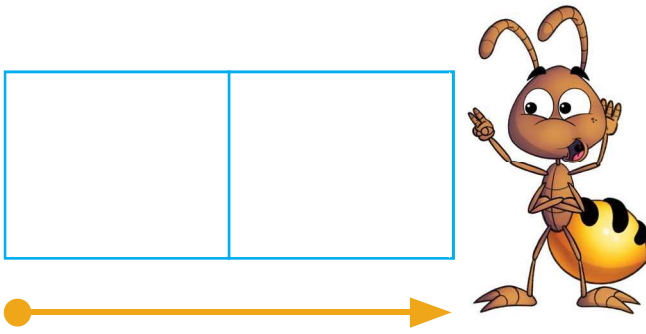
# Comic strip

Name: .....

Date: .....








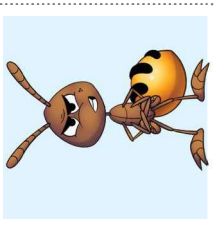

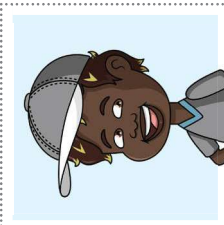
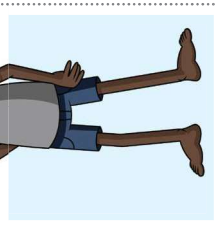




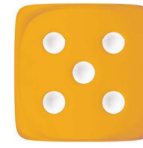

## Hear the sounds in words!



**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: Segmenting words**

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

					
cat	mad	tank	cap	kid	
him	hem	miss	hand	map	
camp	rip	red	hid	pen	
rest	ten	had	end	dad	
sick	and	sack	can	hat	
tick	hiss	men	pet	mat	
					

Set 2 ★







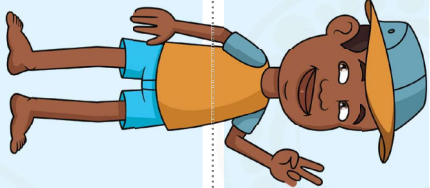




## Roll and read ★



**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 2 ★★					
skin	hen	test	mess	sand	tick
rid	deck	ran	dent	ten	neck
stamp	miss	press	met	step	end
mend	drip	desk	kept	hit	trap
trip	hat	net	hip	red	and
stand	him	rest	kick	skid	cap
					

## 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.

What is the story mostly about?

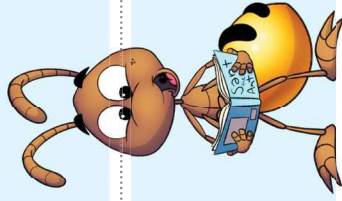
Choose one of the characters.  
What does this character look like?

Where does the story take place?

When does the story take place?

What happened at the beginning, middle  
and end of the story?

What was your favourite part of the story  
and why?



## 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 and responses are repeated.

Name: ..... Date: .....

Characters

Large empty rectangular box for writing characters.

End

Large empty rectangular box for writing the end of the story.

Middle

Large empty rectangular box for writing the middle of the story.

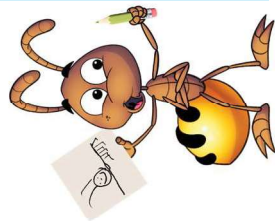
Beginning

Large empty rectangular box for writing the beginning of the story.

# Story map

Setting

Large empty rectangular box for writing the setting of the story.



track

Set 2



Set 2

map

Set 2



Set 2

man

Set 2



Set 2

kick

Set 2



Set 2

dad

Set 2



Set 2

mat

Set 2



Set 2

kids

Set 2



Set 2

Vocabulary cards: page 1 of 5

Cut out each card. Use picture cards to introduce vocabulary. Use word cards to read and match with the picture cards. Play games such as memory or snap. Words are decodable for the set. Collect all the sets.

cat

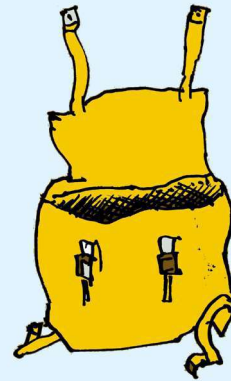
Set 2



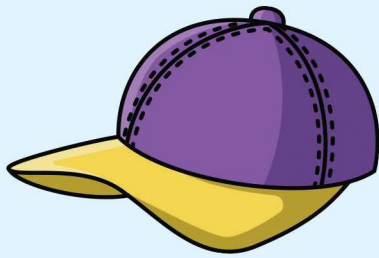
Set 2

sack

Set 2



Set 2



Set 2

cap

Set 2

hen

Set 2



Set 2

rat

Set 2



Set 2

tip

Set 2



Set 2

hat

Set 2



Set 2

## Vocabulary cards: page 2 of 5

Cut out each card. Use picture cards to introduce vocabulary. Use word cards to read and match with the picture cards. Play games such as memory or snap. Words are decodable for the set. Collect all the sets.

tank

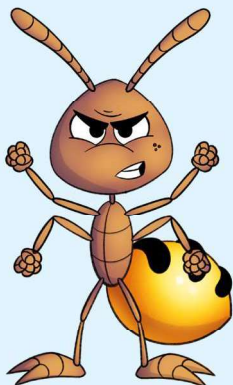
Set 2



Set 2

hats

Set 2



Set 2

mad

Set 2



Set 2

skid

Set 2



Set 2

helmet

Set 2



Set 2

sand

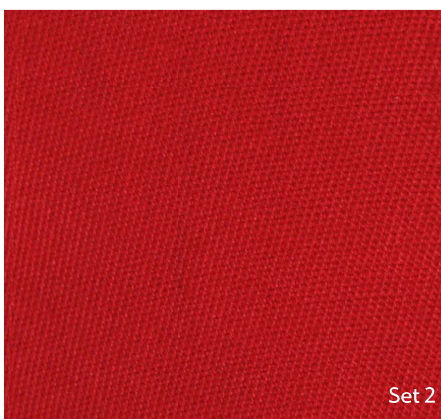
Set 2



Set 2

red

Set 2



Set 2

### Vocabulary cards: page 3 of 5

Cut out each card. Use picture cards to introduce vocabulary. Use word cards to read and match with the picture cards. Play games such as memory or snap. Words are decodable for the set. Collect all the sets.

hand

Set 2



Set 2

desk

Set 2



Set 2

neck

Set 2



Set 2

hip

Set 2



Set 2

drink

Set 2



Set 2

pit

Set 2



Set 2

pick

Set 2



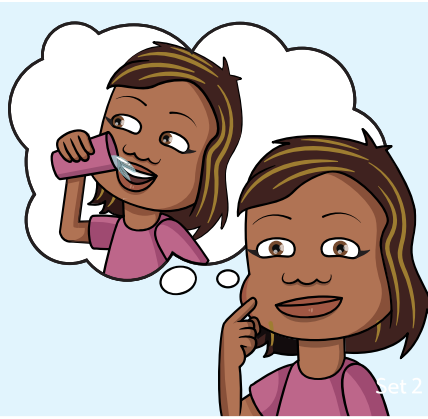
Set 2

## Vocabulary cards: page 4 of 5

Cut out each card. Use picture cards to introduce vocabulary. Use word cards to read and match with the picture cards. Play games such as memory or snap. Words are decodable for the set. Collect all the sets.

pen

Set 2



Set 2

drank

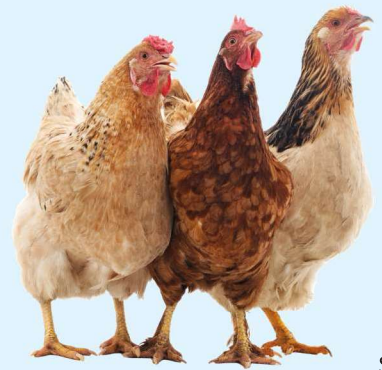
Set 2



Set 2

hens

Set 2



Set 2

dentist

Set 2



Set 2

tent

Set 2



Set 2

camp

Set 2



Set 2

track

Set 2



Set 2

### Vocabulary cards: page 5 of 5

Cut out each card. Use picture cards to introduce vocabulary. Use word cards to read and match with the picture cards. Play games such as memory or snap. Words are decodable for the set. Collect all the sets.