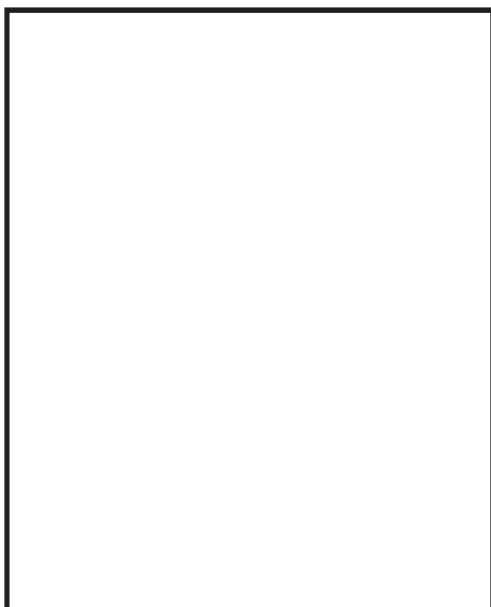
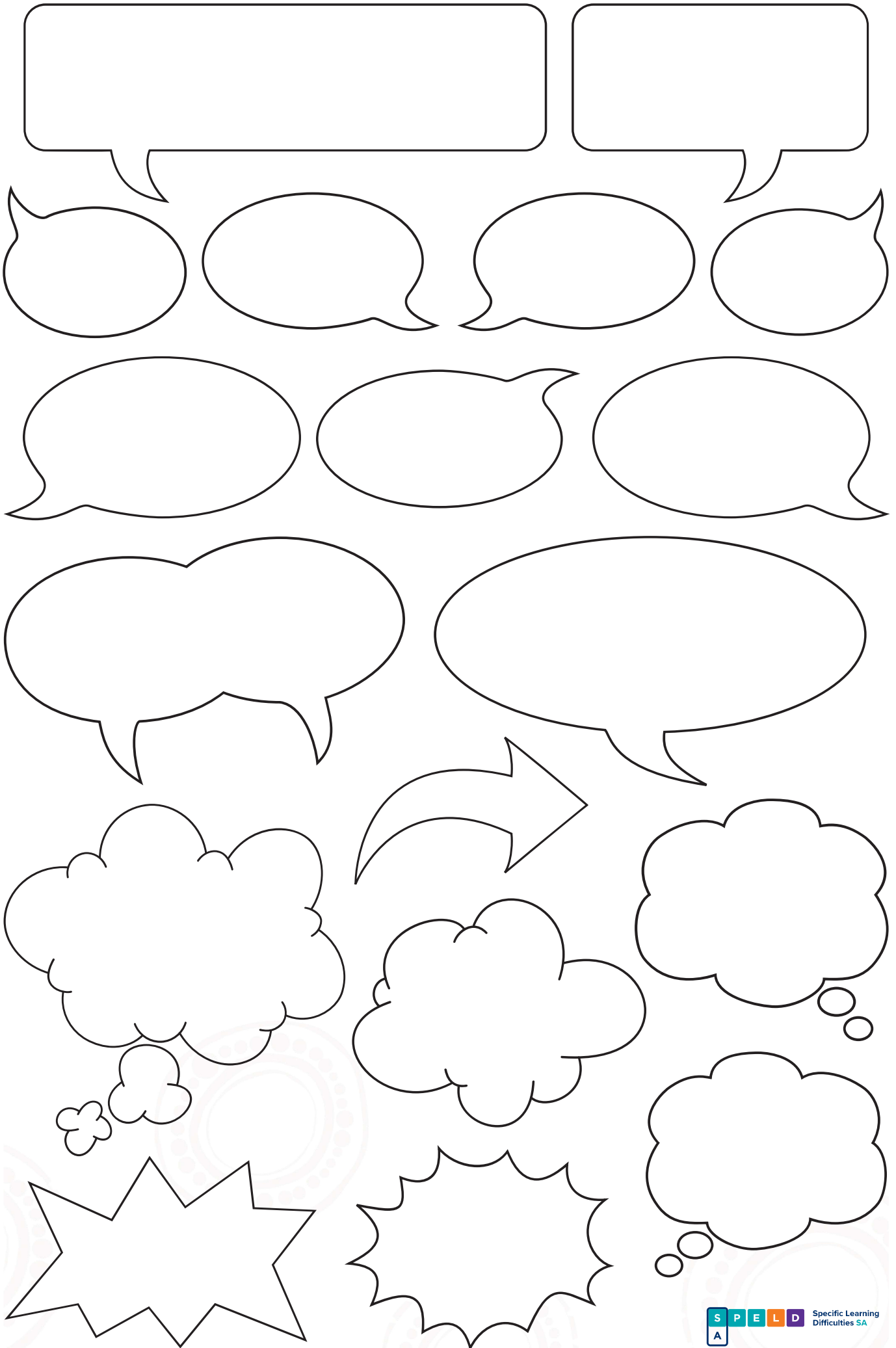


# Comic strip

Name: .....

Date: .....





A blue-outlined rectangular box divided into two equal squares. To the right of the box is a cartoon ant character with a yellow and black striped abdomen, antennae, and a surprised expression. Below the box is a blue arrow pointing to the right, starting with a solid blue dot.

A blue-outlined rectangular box divided into three equal squares. To the right of the box is a cartoon ant character. A large, faint watermark of a circular pattern with concentric dots is visible in the background. Below the box is a blue arrow pointing to the right, starting with a solid blue dot.

A blue-outlined rectangular box divided into four equal squares. To the right of the box is a cartoon ant character. Below the box is a blue arrow pointing to the right, starting with a solid blue dot.

A blue-outlined rectangular box divided into five equal squares. To the right of the box is a cartoon ant character. Below the box is a blue arrow pointing to the right, starting with a solid blue dot.


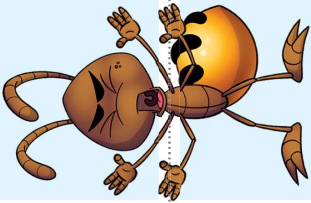





## Hear the sounds in words!



**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.

		shout	loud	bar	soil	car	quick
	start	bar	larva	blue	quack	her	
	far	fatter	under	loud	join	out	
	south	count	far	marks	mound	trailer	
	blue	her	bar	nectar	hard	yard	
	car	out	ground	point	road	fuel	







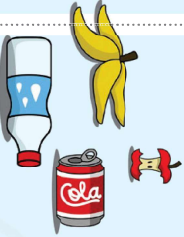

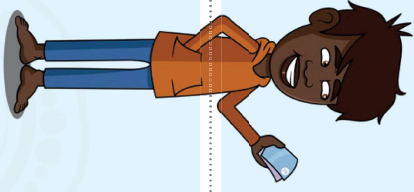
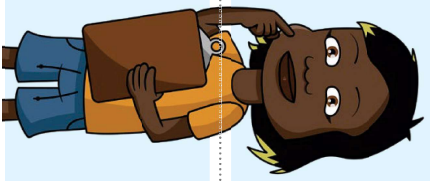
Set 7 ★

## 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 7 ★★ 					
jar	coin	older	counts	arm	enters
scooter	quick	quickest	her	rescue	number
scarf	jumper	shout	yard	around	shark
start	proud	joined	runner	card	corner
ladder	found	sister	carton	hard	quiz
litter 	equipment 	dollar 	checkout 	mouth	pointing

## 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 have you learned from reading this book?

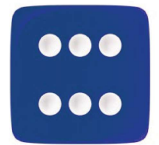
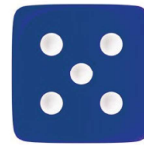
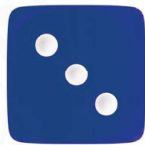
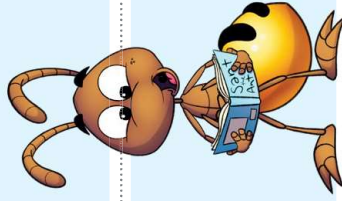
Talk about the setting... if you were there what would it look like, feel like, sound like, smell like?

Which words did you find interesting or new?

What was the problem in the book and how was it solved?

What advice would you give the main character?

What are 2 questions you have after reading this book?



## 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

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.

