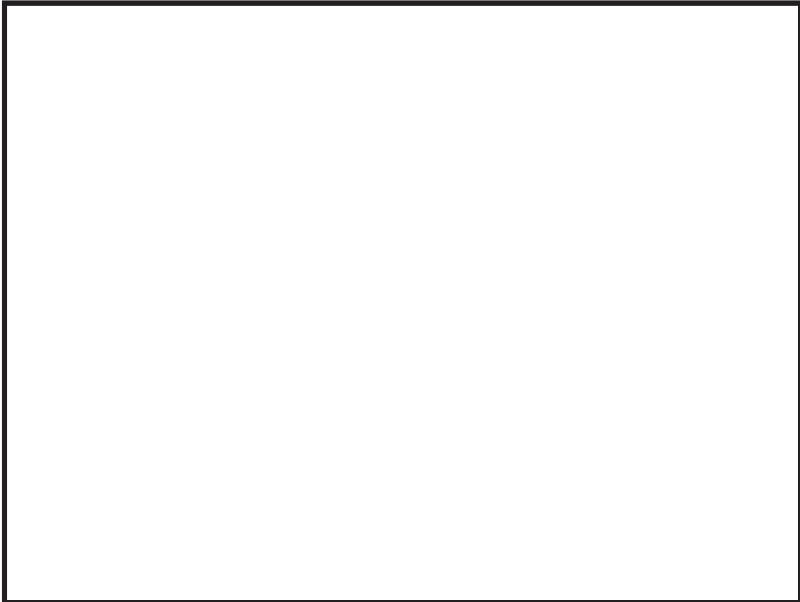
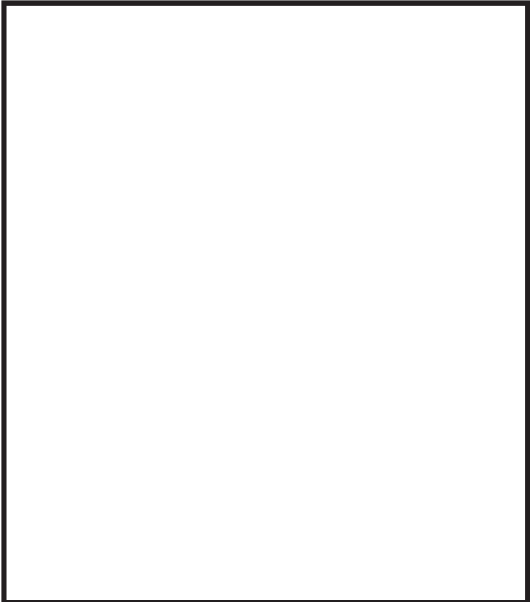
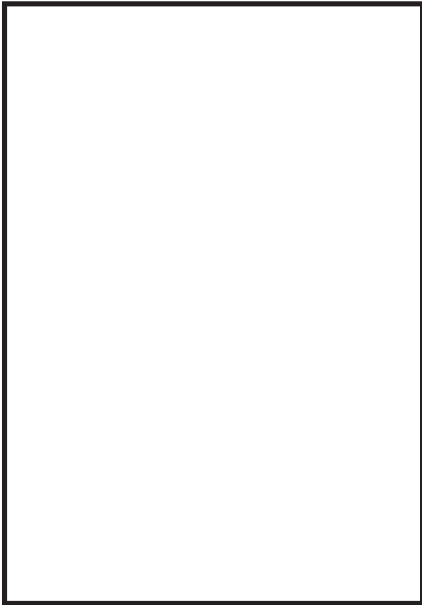
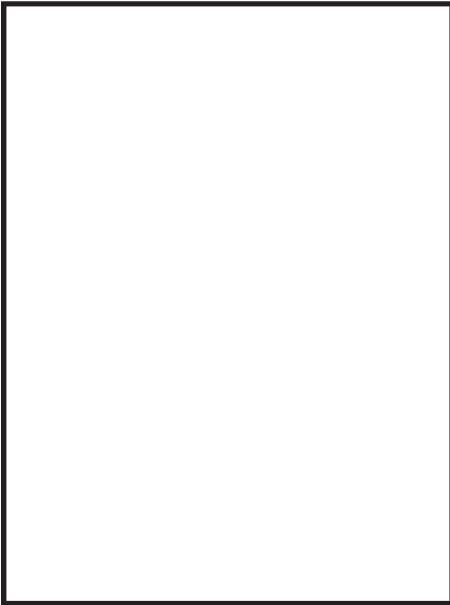
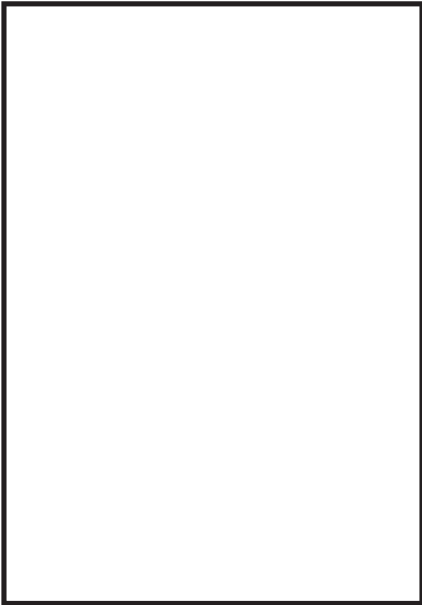
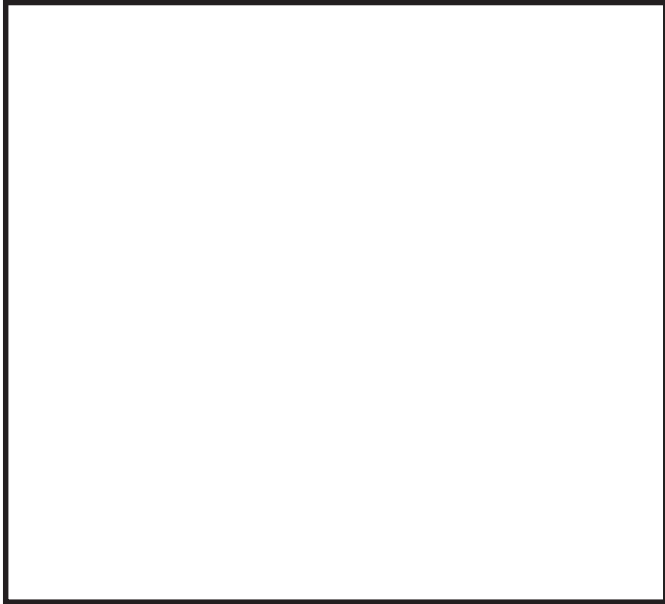
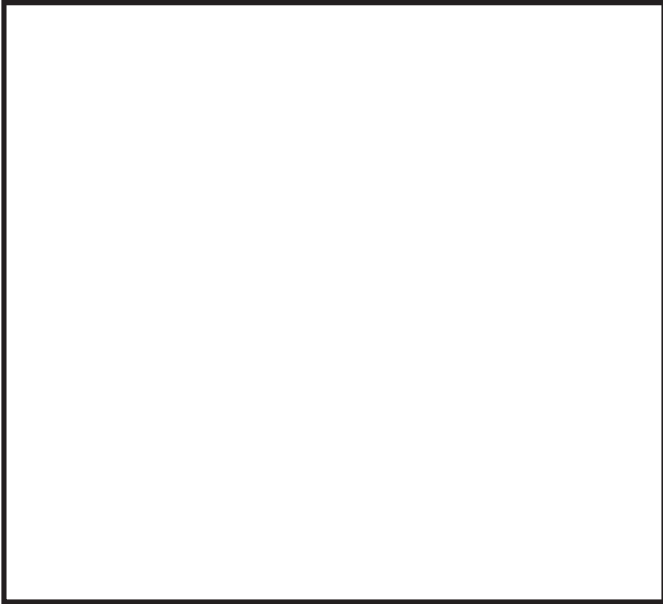
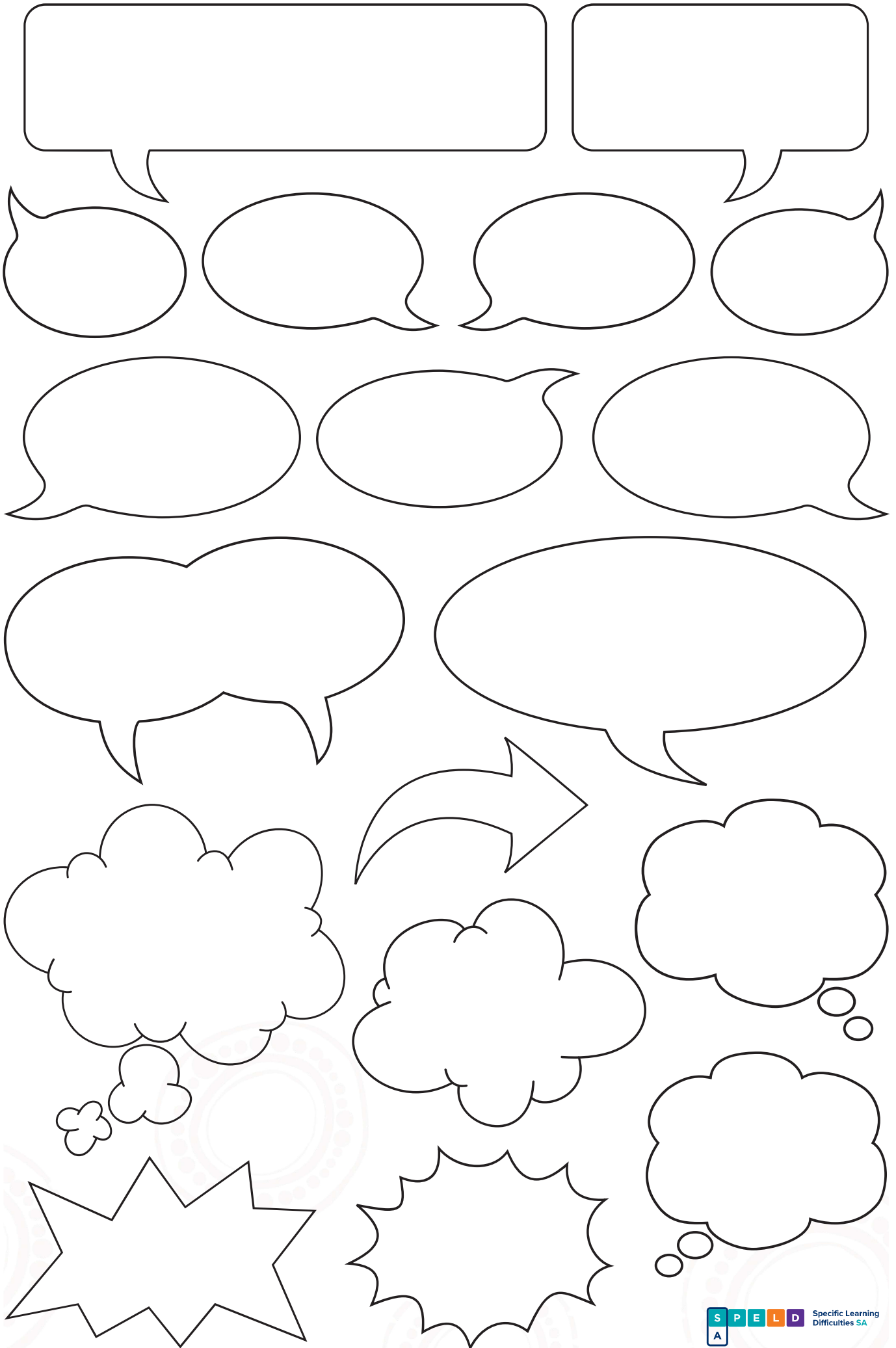


# Comic strip

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 orange arrow pointing to the right, starting from a small circle on the left.

A horizontal row of three empty square boxes. To the right of the boxes is the same cartoon ant character. Below the boxes is a long orange arrow pointing to the right, starting from a small circle on the left.

A horizontal row of four empty square boxes. To the right of the boxes is the same cartoon ant character. Below the boxes is a long orange arrow pointing to the right, starting from a small circle on the left.

A horizontal row of five empty square boxes. To the right of the boxes is the same cartoon ant character. Below the boxes is a long orange arrow pointing to the right, starting from a small circle on the left.


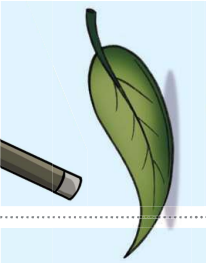



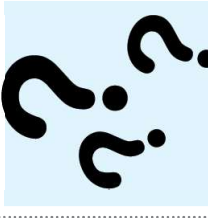



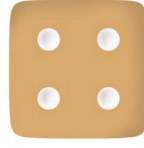
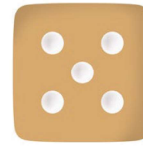
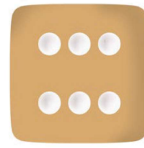
## Hear the sounds in words!



**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.

					
flea	leaf	boy	eater	tea	mystery
night	try	light	shy	weak	flies
beak	sight	by	lay	high	sneak
enjoys	day	cry	play	beat	spy
toy	eat	fly	bright	away	leaves
my	pies	they	lays	squeak	might
					








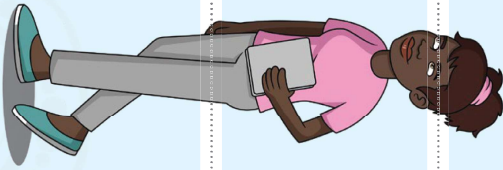
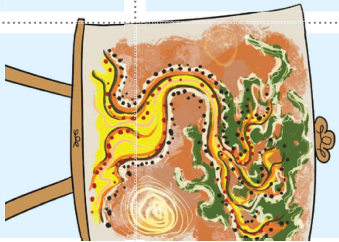
Set 9 ★

## 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.

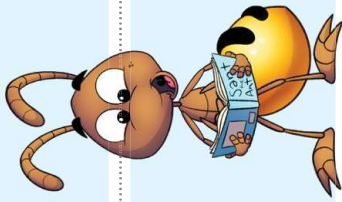
Set 9 ★★ 					
by	right	day	neat	dried	they
way	weak	grey	cream	lays	obey
lean	leaves	loyal	eat	light	might
conveyor	play	each	say	neat	fly
grey	means	try	play	sky	okay
high	flies	leader	teacher	leaves	bright
					

## 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.

Name 3 things that happened in the book.



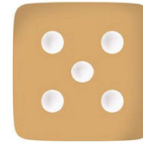
If you were to add a character to this book, who would it be and what would they do?

Describe a time you have been to a place similar to the one in the book.

Make a connection between the book and your life.

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

What is the main message of the book?



## Roll and reflect



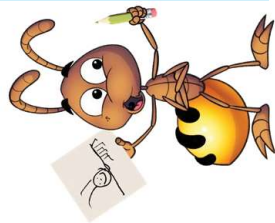
**Instructions:** This activity is best done after several reads of the same book. In an adult-led small group, students take turns rolling a die and respond to the question for the number rolled. The adult will need to read the questions for the students. If students have difficulty responding, prompt 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.

# Story map

Setting

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

Characters



Beginning

Middle

End

Large empty rectangular box for writing the story setting.

Large empty rectangular box for writing the story characters.

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

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

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