

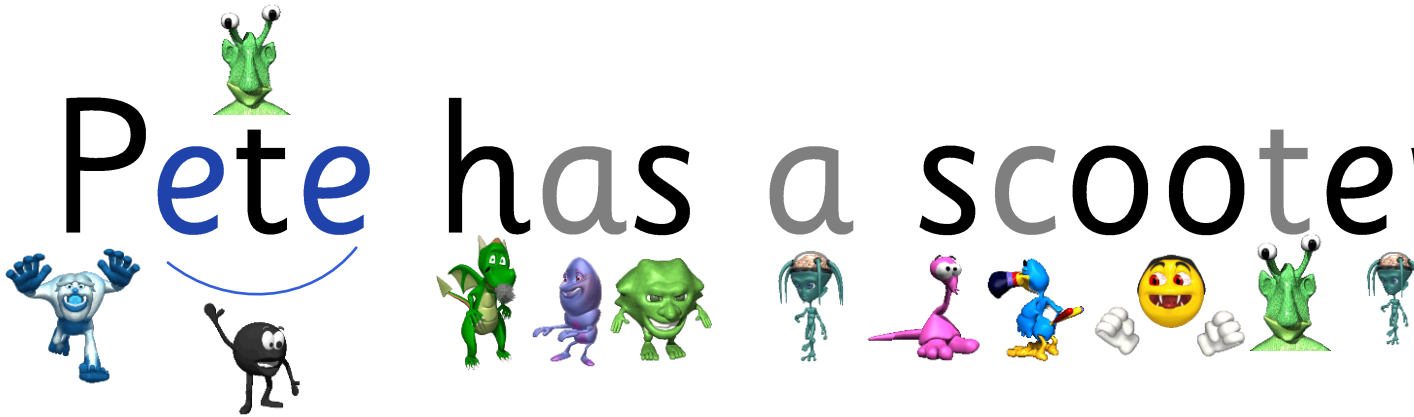
SNAP AND CRACK !

EASILY CREATE YOUR OWN. SIMPLY TAKE
A PHOTO OF A PAGE IN A BOOK
STUDENTS CAN DECODE, NUMBER THE
LINES, AND ASK QUESTIONS !
STUDENTS MUST TELL YOU WHERE IN
THE TEXT THEY FOUND THE ANSWER
(IF THEY CAN FIND THE ANSWER
THERE)



1.5

1 Pete has a scooter !



2 'Baa, baa!' he said.



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Pete has a scooter !

‘Baa, baa!’ he said.



What happened next ?



Slide 1 Let the students 'follow the Monster Sounds to say the words.' They write down any words they aren't sure of. Discuss those words.

Slide 2 Show the Code Mapped text, and do Speedy Group Code Mapping.

Ask them to read it aloud themselves, in a 'speaking voice' (no robots)

Suggested questions:

What does Pete have? (Spoken response may be line 1, Scooter. Written response may be line 1. Pete has a scooter.)

What did Pete say? (Spoken response may be line 2, 'Baa, Baa'. Written response may be line 1. Pete said 'Baa, baa!')

What colour are the wheels? (We don't know from the text) What colour do they think the wheels might be?

Tell the person next to you if you have a scooter. Tell them what colour the wheels are.

Is Pete a cow? (Deduction...Line 2...SR No, he's a sheep'. WR might be 'Line 2. Pete said 'baa baa' so he must be a sheep.)

Slide 3 They read it aloud again, with expression.

Slide 4 Show the picture and discuss.

Slide 5 Could lead to a writing activity.