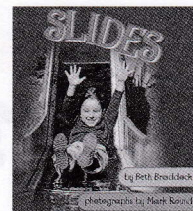


# Slides

by Beth Braddock

photographs by Mark Round



## Book Summary

A small boy explores the features of a good slide.

## Features of the Book

- The frequent use of the blends – “sl” and “th”.
- The repetitive structure of the text to reinforce vocabulary.
- The use of photographs to support the text.
- The use of question marks and exclamation marks.
- The high-frequency words – “you”, “That”, “This”, and “has”.

## Purpose

*Slides* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** blending sounds together to make a word;
- S** using visual clues to monitor that reading is making sense;
- S** using a variety of punctuation to read expressively;
- S** selecting information from the story for a specific purpose.

## Introducing the text

Look at the cover of the book. Read the title to the group.

- How do you think the boy is feeling?
- How do you feel when you are on a slide?
- What do you like about slides?

Read the names of the author and photographer to the group.

## Reading the text

- S** Blending sounds together to make a word.
- S** Using visual clues to monitor that reading is making sense.
- S** Using a variety of punctuation to read expressively.

## Page 2

- What helps you to slide?

Listen to the children’s responses and discuss their ideas.

## Pages 3 and 4

- What do you think the photographs are telling us about the slide?
- How can the photographs help us when we are reading?

Discuss how illustrations and photographs can be used to help them with new vocabulary.

## Page 5

- How does something smooth feel?
- Do you know anything else that is smooth?

## Pages 6 and 7

- What is different about this slide?
- What does the small photograph show us?

## Page 8

- Do you notice anything different about this sentence?

The author has used an exclamation mark and not a full stop. Ask the children if they know why. Practise reading this sentence and the word “Splash!” with expression.

The children now read the book independently.

## Revisiting the text

Look at page 5.

- Which words begin with the “th” sound?


List them on a chart.

- Can you think of other words that begin like this?

Add the children’s responses to the chart. Do the same for the “sl” and “sm” blends. Display this chart in the classroom and add new words as they occur.

## Following Up

- S** Selecting information from the story for a specific purpose.

 Ask the children to use the words “long”, “smooth”, and “high” to write similes about other things with these features, for example, “A snake is long like a slide.”

- B** Complete the blackline master opposite.