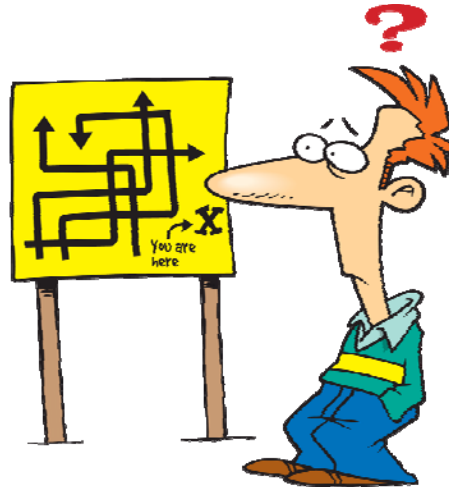
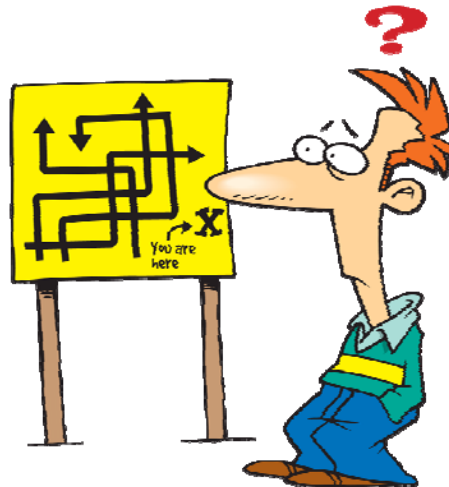


# What Do You Think?

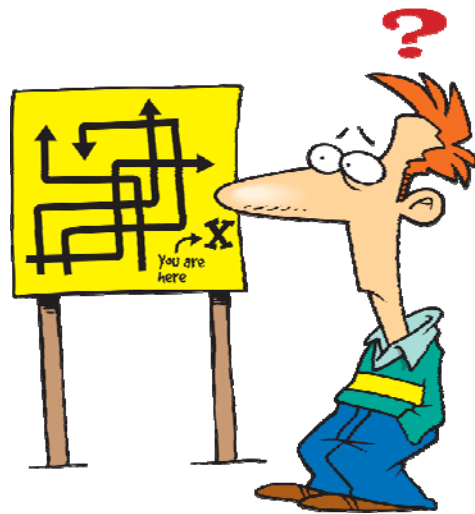


Written by Cherry Carl

# What Do You Think?

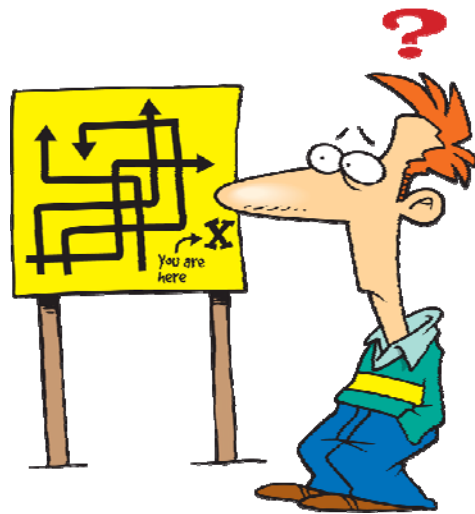


Written by Cherry Carl



Should I go left or right?  
What do you think?

1



Should I go left or right?  
What do you think?

1



Should I go left or right here?  
What do you think?

2



Should I go left or right here?  
What do you think?

2



I'm lost. Should I go right or left?  
What do you think?

3



I'm lost. Should I go right or left?  
What do you think?

3



I should not buy this kind of toy.  
What do you think?

4



I should not buy this kind of toy.  
What do you think?

4



I should not buy this apple!  
What do you think?

5



I should not buy this apple!  
What do you think?

5



I don't think that this is right.  
What do you think?

6



I don't think that this is right.  
What do you think?

6



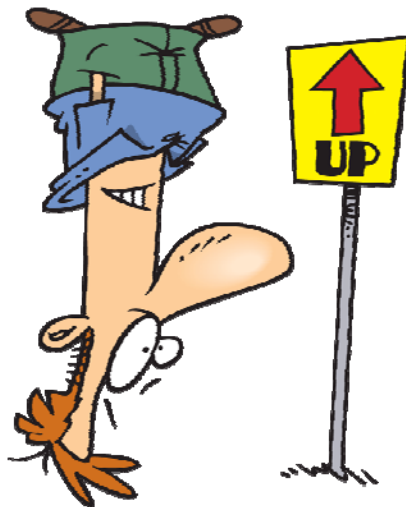
Oh, no! I don't think I went the right way!  
What do you think?

7



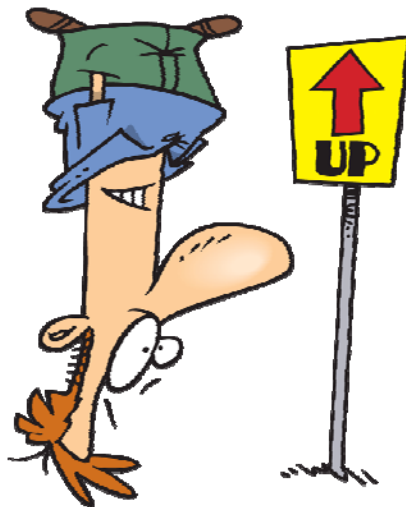
Oh, no! I don't think I went the right way!  
What do you think?

7



I **know** that this is not the right way!  
What do you think?

8



I **know** that this is not the right way!  
What do you think?

8



I don't want to think anymore!  
What do you think about that?! 9



I don't want to think anymore!  
What do you think about that?! 9

# What Do You Think?

## High Frequency Words

buy      or      right      think      what      should      the  
that      this      do      you      don't      about      is

Assembly: Print enough books for a small group. Cut out the pages, leaving an equal margin on the left side to allow for binding.

Use: Do a picture walk with the group, allowing the children to name the pictures and predict. Read through the book once, modeling correct finger pointing for 1:1 reading. Hand out copies for each child. Let them read it through on their own several times. Store books in student boxes or baskets for familiar reading.

10

# What Do You Think?

## High Frequency Words

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