

LESSON PLANS FOR SUPER HAMMY'S ADVENTURE SERIES

Levels D, E, & F

The books in the **Super Hammy's Adventures Series** have been designed for beginning readers in Grade 1. They are written with an increasing level of complexity with Fountas & Pinnell levels D to F. Students would be working at these levels during the first term, e.g. September to December. The vocabulary, sight words, sentence structures, punctuation, typographic features such as boldface, font, spacing and layout have been tightly controlled to make the learning of reading easier for the emergent reader. The illustrations heavily support the text.

The books can be read to the whole class or to a small group or individual student. They can also be used for guided reading. The books can be sent home for such programs as Snuggle Up and Read.

CURRICULUM EXPECTATIONS: Ministry of Education The Ontario Curriculum Grades 1-8 Language REVISED 2006 (see appendix)

SUGGESTED GUIDED READING LESSONS

These lessons are intended to be used for **guided reading** where the teacher works with a small group of students - usually 5. The teacher and each student have a copy of the same book. The book should be at the instructional reading level of the students. In other words, the book should not be too easy or too hard for the student to read. These are generalized lessons. Ideally, each lesson should be tailored to the specific needs of the group. Students with similar needs are grouped together. The lessons are done daily and are approximately 20 minutes long.

ESL Accommodations: Conventionally, during a guided reading lesson, after a book introduction, the teacher does not read the text to the students first. However, if working with ESL (English as a Second Language) students with limited language, more support might be needed. In that case, the teacher could read the text to the students before asking them to read it. The book introduction would also be richer for ESL students.

Materials Needed:

- new text at the students' instructional level for each student and the teacher
- familiar books for each student in a baggie or basket labeled with their name
- small whiteboard or chalkboard for each student
- dry-erase markers, chalk, sock or eraser for each student, pencils, crayons
- multiple sets of magnetic letters - upper and lower case letters
- notebook for each student for writing and drawing
- sight word flashcards
- pocket chart
- worksheet with Elkonin boxes (sound boxes) and bingo chips or other small discs
- For ESL students vocabulary pictures with word (optional)

Concepts About Print

At this point, we're assuming that the students are familiar with **concepts about print**. A quick review might be needed.

Show me:

- front of the book, back of the book
- title
- where we start reading on the first page
- which way we go (left to right)
- where the end is on this page
- one-to-one matching (finger under each word)
- one word
- two words
- the first letter of a word, the last letter of a word
- an upper-case letter (capital), a lower-case letter (small letter)
- a period
- a question mark
- quotation marks (talking marks)

High Frequency Words

Once students are reading at level D, we can assume that they have a bank of at least 20 basic high frequency words such as *on, in, the, where, look, was*, etc.

ROUTINE FOR ALL LEVEL D, E & F SUPER HAMMY BOOKS

STRUCTURE OF THE GUIDED READING LESSON: 20 minutes

Warm Up (2 min.)

Introduction of New Text (2 min.)

Reading the New Text (5 min.)

Discussion of Text (5 min.)

Teaching Points (3 min.)

Word Work (3 min.)

Extending Understanding

Warm Up

- Have the students read a familiar book - one that they already know how to read well
- It's helpful for each student to have their own basket/baggie of familiar books to grab quickly

Teacher Introduces the Text:

- A good book introduction puts the entire story in the student's head
- This acts as scaffolding and makes it easier to predict the words and solve them
- Show the students the cover of the book, say the title

- Talk about the picture on the cover
- Who are the characters in the book?
- What is the setting?
- What do you think the story will be about? (prediction)
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a book shelf.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud but quietly
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figures 1 & 2**)

Discussion of the Text:

- The teacher asks questions to help students understand the text (**comprehension**)
- Ask students to **retell** the story - what happened in the beginning, middle and end?
- Use the **illustrations** for support
- What was the **problem**?
- What was the **solution**?
- Who were the **characters** in the story?
- What was the **setting**?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies using the text (**See figure 1**)

Word Work:

- The teacher teaches students how to solve words - **phonemic awareness**

Extending Understanding:

- Students extend their understanding of the text through writing or drawing activities
- This can be done as part of the guided reading lesson or individually at their desks

READING STRATEGIES

Students use a system of reading strategies when reading a text and solving words. They are searching for and using information on the page - in the words and the pictures. Below are the three main reading strategies that readers use. The goal is to eventually have students using all 3 of these strategies at the same time - we call that **self-monitoring and cross-checking**. For some children, this process comes easily, while others need to be taught explicitly.

Figure 1

| READING STRATEGIES | | |
|---|--|--|
| When a student is reading a text and is attempting to solve a word, they ask themselves: | | |
| DOES IT MAKE SENSE? | The meaning strategy is the most powerful and the one that students should use first when solving a word in a continuous text. Meaning is derived from the context of the story and from the illustrations. | Self-monitoring: the student attempts to solve a word and “tries it on” asking “Does that make sense?” |
| DOES IT SOUND RIGHT? | The structure strategy uses the child’s knowledge of oral language - grammar and syntax. | Self-monitoring: the student tries the word and asks “Does that sound right? Is that the way we talk?” |
| DOES IT LOOK RIGHT? | The visual strategy uses letter/sound relationships. This is not about the illustrations. This is about the letters and words on the page. | Self-monitoring: the student says the letter sounds of the word they think it is and checks them against the letters that they see on the page. Do they see the letters for the sounds they hear? |
| WORD SOLVING - Phonemic Awareness | There are a number of word solving strategies which students can use while reading; strategies such as letter/sound relationships and word parts. See the lessons below for examples. | Self-monitoring: the student can use the 3 strategies above to make sure the word they have come up with “fits”. |

Figure 2

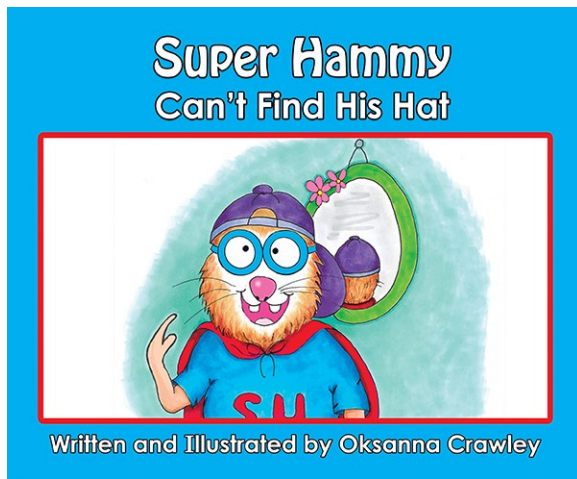
| | | |
|-----------------------------|---|---|
| FLUENCY AND PHRASING | Fluency and phrasing are an important part of the reading process. With lower levels 1 and 2, students are using their finger to point under each word as they say it. At the higher levels, we want the eyes to do the pointing. Reading in phrases fluently with expression is important as it helps with understanding. | Self-monitoring: The child is asked to make the reading sound as if they are talking. |
|-----------------------------|---|---|

I will demonstrate how to teach the **meaning, structure and visual reading strategies** using 3 different Super Hammy books. For the first book, I'll demonstrate the **meaning strategy**. For the second book, I'll demonstrate the **structure strategy and the meaning strategy**. For third book, I'll demonstrate the **visual strategy as well as meaning and structure**. We want students to **cross-check** - to use all 3 strategies when solving a word. This process will become easier and faster for them as they become more proficient readers.

For the rest of the books, the teacher can choose which strategy to emphasize or teach based on the specific needs of the students in each group.

LESSON PLANS FOR LEVELS D, E, & F

1. SUPER HAMMY CAN'T FIND HIS HAT - LEVEL D



Warm Up

- Have the students read a familiar book - one that they know how to read well

Teacher Introduces the Text:

- Show the students the cover of the book, say the title: *Super Hammy Can't Find His Hat*
- Talk about the picture on the cover
- Who do you see?
- What do you think the story will be about? (prediction)
- Where is his hat?
- Turn the pages showing the pictures and discuss
- What is happening in the pictures? What is Super Hammy doing? He's looking - on the table, in box, etc. He's jumping.
- Label objects in the picture - this is especially important for ESL students, e.g. This is a book shelf. This is a table. This is a box. This is a mirror.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book - "Super Hammy jumped up /and said, " / It is not up here."
- Have the students say the sentence structure in phrases, repeat if necessary

Reading the New Text:

- The students read the text independently out loud
- Or, for ESL students, the teacher reads the story out loud once
- The teacher re-reads it, one sentence or phrase at a time, and asks the students to repeat
- The teacher then asks the students to read the story
- The teacher listens and helps each student to use appropriate reading strategies to solve word.
- In this case, the **Meaning** strategy - **DOES IT MAKE SENSE?**

Super Hammy
was looking for his hat.

"Where is my hat?"
said Super Hammy.



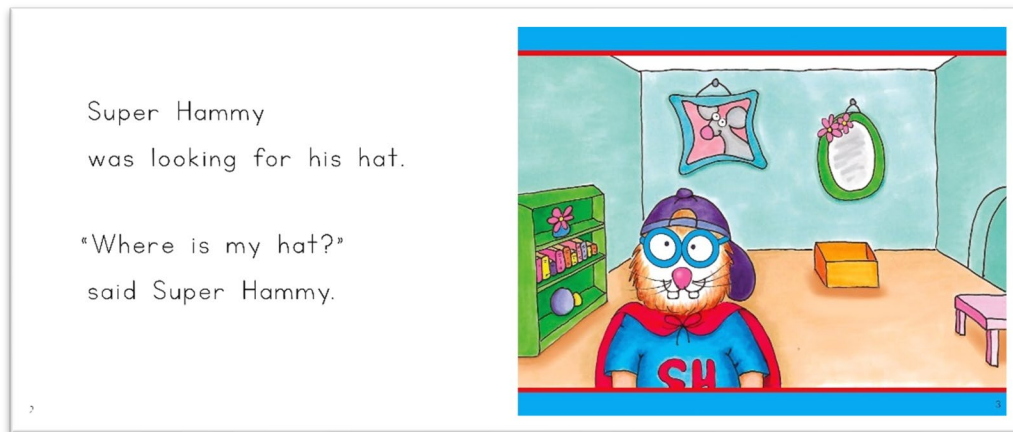
- Let's assume that the words that need solving are: **Super Hammy**
- Student: Pauses and can't read the first two words.
- Teacher: "Look at the picture. Who is this?" (pointing at Super Hammy)
- Student: "Super Hammy?"
- Teacher: "Yes, go on."
- Student: "Super Hammy was looking for his _____"
- Teacher: "What is Super Hammy looking for? What's on his head?" (pointing at the hat)
- Student: "His hat."
- Teacher: "Right, read it again."
- Student: "Super Hammy was looking for his hat."
- Teacher: "Does it make sense?"
- Child: "Yes."
- At this point, "where" could be a high frequency word the child knows.
- If not, have some familiar books, books the child can read easily, handy. Pick the one that has "where" in it.
- Show it to the child and say: "You've read this word before. What is it?"
- The child should recognize it. Point to the word in the new text and say: "This is the same word."
- If not, say: "Super Hammy is looking for his hat. What's he wondering? W-?" (say the first sound, use gestures)
- For ESL students - you can simply tell them the word
- Child: "Where is my hat?"
- Teacher: "Read it."
- Child: "Where is my hat?" said Super Hammy."
- Teacher: Read it again from the beginning.
- Continue using this strategy for the rest of the text
- This is a demonstration. It might not be necessary to use so much support. It all depends on the needs of the reader

Discussion of the Text:

- Who are the characters in the story?
- What is the setting?
- What was the problem in this story?
- Ask the students to retell the story using the pictures as guidance.
- What did Super Hammy do? Where did he look?
- How did he find his hat?

Teaching Points:

- The teacher chooses a reading strategy that the students need help with and explicitly teaches it. In this case, the **meaning** strategy.
- Model for the student what to do and how to think when they come to a word they don't know
- Use an example from the text. "Super Hammy was looking for his **hat**."



- Teacher: When you come to a word that you don't know, what can you do to help yourself?
- Let's say you don't know the word "**hat**". You can look at the picture for help.
- You can also think about what's happening in the story.
- Think about what word would make sense and give it a try.
- Read the sentence with the word in it.
- Does it make sense? Good!
- So, when you come to a word you don't know, look at the picture for help and think about the story. What word would make sense? Try it and see if it makes sense.

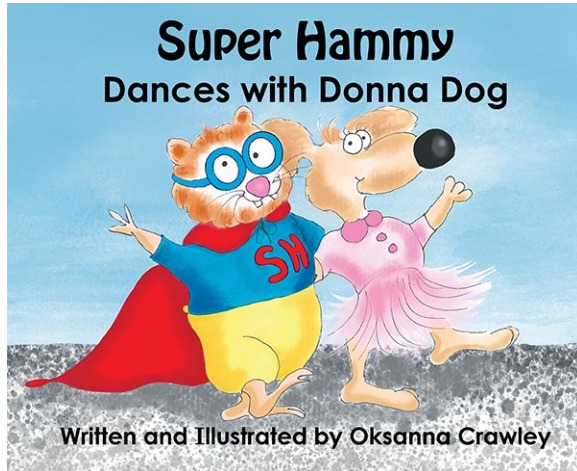
Word Work:

- Choose a word from the text that the children need help with and that should be part of their high frequency word bank: **where**
- Give each child a little whiteboard, an eraser or sock, a dry-erase marker
- Print the word **where** at the top of their whiteboards
- Give each child the magnetic letters to make the word
- Ask them to make the word below your printed word
- Ask them to read the word while running their finger under the word from left to right
- Have them scramble the letters and make the word again, read it again
- Then ask them to print the word under the magnetic word 5 times
- Each time have them run their finger under the word while reading it

Extending Understanding:

- Ask: Why is the story funny? (**analyzing the text**)

2. SUPER HAMMY DANCES WITH DONNA DOG - LEVEL D



Warm Up

- Have the students read a familiar book

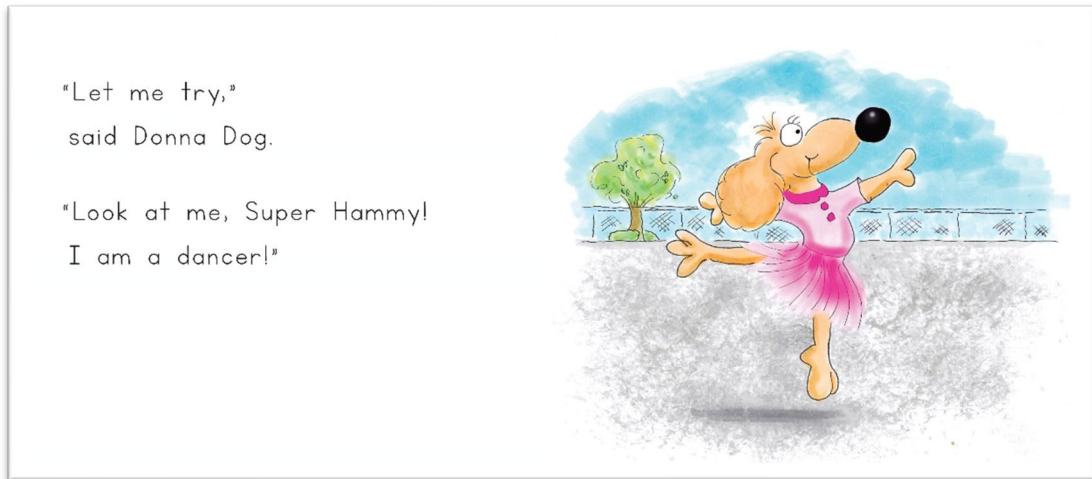
Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- What do you think the story will be about? (prediction)
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a lizard. This is a hippo.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g., "Why are you angry?" said Super Hammy.
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words.
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher

- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words.



In

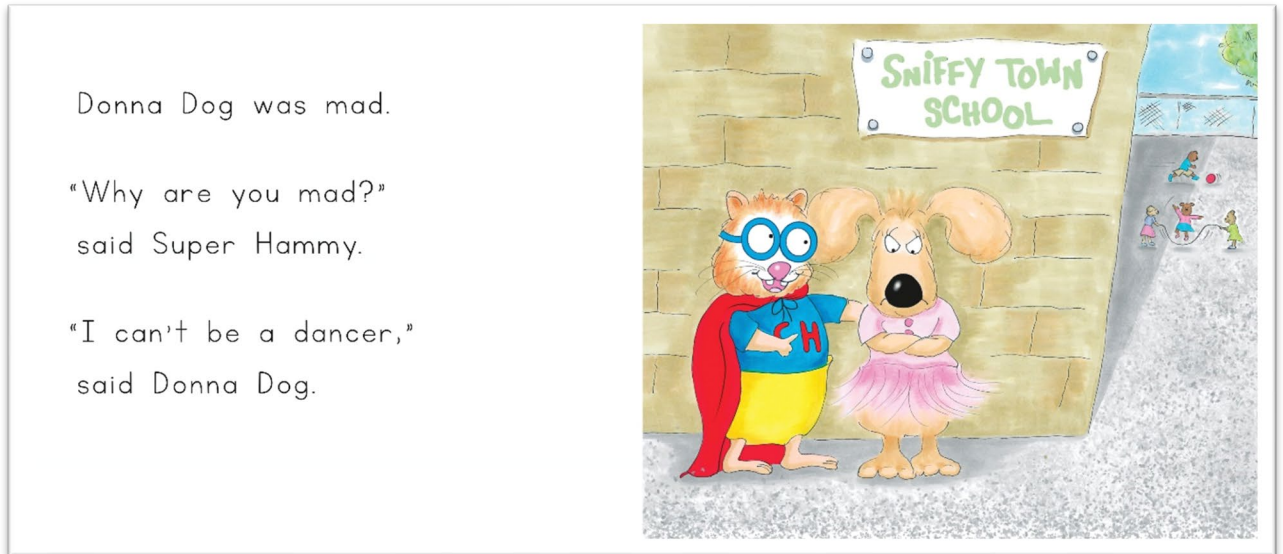
- In this case, the **Structure** strategy - **DOES IT SOUND RIGHT?**
- Let's assume the word that needs solving is: **try**.
- Student: "Let me tree!" (perhaps the student was looking at the tree in the illustration)
- Teacher: "Does that sound right? Let me tree? Do we talk like that?"
- Student: "No."
- Teacher: "Does it make sense? Let me tree?"
- Child: "No."
- Teacher: "Donna Dog thinks she can't dance. Super Hammy shows her how. He's doing it, so she says: 'Let me t-?' (teacher says the first sound)
- Child: "Let me try!"
- Teacher: "Does that sound right?"
- Child: "Yes."
- Teacher: "Does it make sense?"
- Child: "Yes."
- Teacher: "Good job!"

Discussion of the Text:

- The teacher can ask some of these questions to help students understand the text
- Who are the characters in this story?
- Where is it taking place? What is the setting?
- What is the problem? Why is Donna Dog so angry or unhappy?
- What does Super Hammy do to help her?
- Use the illustrations for support
- What happened at the end? What does Donna Dog do? Is she happy now?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies using the text (**See figure 1**). The teacher chooses a reading strategy that the students need help with and explicitly teaches it.
- In this case, the **Structure** strategy - **DOES IT SOUND RIGHT?**
- Model for the student what to do and how to think when they come to a word they don't know.
- Use an example from the text: "Donna Dog was angry."



- Teacher: When you come to a word that you don't know, what can you do to help yourself?
- Let's say you don't know the word: angry
- You try it and say: "Donna Dog was ant."
- You ask yourself: Does that sound right? Is that the way we talk? No.
- Look at the picture for help. Look at Donna Dog. Is she angry? Yes?
- Try angry. Read it again.
- "Donna Dog was angry."
- Does that sound right? Yes.
- Does it make sense? Yes.
- So, when you come to a word you don't know, and you try a word, ask yourself:
- Does it make sense? Look at the picture for help and think about the story.
- Does it sound right? Do we talk like that?

The student is now using 2 of the reading strategies. They are self-monitoring and cross-checking!

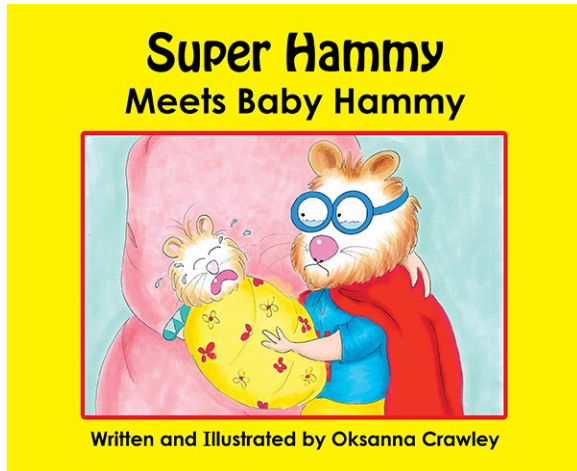
Word Work:

- Make new words using **analogy** - example from the book: **can**
- Provide each student with magnetic letters for **can**, and **b, f, m, p, r, t**
- Print the word **can** at the top of each whiteboard for the students
- Ask the students to make the word with the magnetic letters directly below the printed version
- Say and show: I can make a new word by changing the first letter.
- (Take away the **c** and replace with **b**.) I made the word **ban**.
- (Tell them the meaning - to ban something is to not allow it)
- Now you do it, using the **f**.
- What word have you made? (Support if needed) - "**Ban** is now **fan**."
- The last part of the word is the same - **an**. We change the first letter.
- Do the other letters? What words did you make?
- Say the word while running your finger under the word from left to right.

Extending Understanding:

- What kind of a person is Super Hammy? What are his characteristics?
- Would you like to be Super Hammy's friend? Why?
- Are you like Super Hammy?

3. SUPER HAMMY MEETS BABY HAMMY - LEVEL D



Warm Up

- Have the students read a familiar book - one that they know how to read well already.
- It's helpful for each student to have their own basket of familiar books to grab quickly

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- What do you think the story will be about? (prediction)
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a bedroom. This is a kitchen. These are pancakes.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g., "I made it out of cheese!"
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it

- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words.
- In this case, the **Visual** strategy - **DOES IT LOOK RIGHT?**

Super Hammy woke up.

"I want some pancakes, please!"

called Super Hammy.

"I'm hungry!"



The illustration shows a cartoon hamster named Super Hammy sitting up in bed. He is wearing blue pajamas with yellow stars and a yellow collar. He has his arms raised in a happy expression. On the wall behind him is a framed picture of a rocket ship. To his right, a thought bubble shows a stack of pancakes with a yellow star on top. The room has a pink lamp and a nightstand with a blue toy car. The number '2' is in the bottom left corner of the page, and the number '3' is in the bottom right corner of the illustration area.

- Let's assume the word that needs solving is: **pancakes**.
- Student: : "I want some - **potatoes**, please!"
- Teacher: "That could be **potatoes**. But, let's check if all the letters are there for the sounds in **potatoes**. Say the word slowly and run your finger under the word.
- Student: "Po-ta-toes."
- Teacher: "There's a **p** at the beginning, but do you see any **t's**?"
- Child: "No."
- Teacher: "Look at the picture. What do you see in the thinking bubble that begins with a **p**?"
- Child: "Pancakes?"
- Teacher: "Okay, let's check to see if the letters are there for **pancakes**. Run your finger under the word saying the sounds."
- Child: "Pan-cakes."
- Teacher: "Do you see the letters for those sounds? Is there an **n** and a **k**?"
- Child: "Yes."
- Teacher: "Read the sentence."
- Child: "I want some pancakes, please", called Super Hammy."
- Teacher: "Does that look right?"
- Child: "Yes."
- Teacher: "Does it make sense and sound right, too?"
- Child: "Yes."

The child has self-monitored and cross-checked using all 3 strategies. This is the goal - to have the student use all 3 strategies.

Discussion of the Text:

- We meet Super Hammy's family in this story. Who are the characters in this story?
- Where is it taking place? What is the setting?
- Is Super Hammy happy to see his baby brother? What is the problem?
- How does Super Hammy try to help? Does it work?
- Use the illustrations for support
- What happens at the end? What's the solution?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies using the text (**See figure 1**) The teacher chooses a reading strategy that the students need help with and explicitly teaches it.
- In this case, the **Visual** strategy - **DOES IT LOOK RIGHT?**
- Model for the student what to do and how to think when they come to a word they don't know.
- Use an example from the text.

Super Hammy woke up.

"I want some pancakes, please!"

called Super Hammy.

"I'm hungry!"



2

3

The illustration shows a cartoon hamster character named Super Hammy sitting up in bed. He is wearing blue pajamas with yellow stars and is looking thoughtful. A thought bubble above him shows a stack of pancakes and a yellow hamster-shaped cookie. On the wall behind him is a framed picture of a rocket ship. The room has a pink lamp and a window with pink curtains.

- Teacher: When you come to a word that you don't know, what can you do to help yourself?
- Let's say you don't know the word: **hungry**
- You say: "I'm **happy!**"
- You ask yourself: Does that sound right? Yes, we talk like that.
- Does it make sense? Yes, he looks happy in the picture.
- Does it look right? Are all the letters there to make the sounds I'm making? **Happy?**
- Run your fingers under the word **hungry**. Is there a **p**? No, there's a **g** in the middle.
- Look at the picture. Hammy just woke up and he's thinking about pancakes. Could he be **hungry**? Yes.
- Does it make sense?

- Yes.
- Does that look right? Run your fingers under the word to check.
- Yes, I see the letters for the sounds I hear.
- Does it sound right?
- Yes.
- So, when you come to a word you don't know, give it a try, and ask yourself:
- Does it make sense? Look at the picture and think about the story,
- Does it sound right? Do we talk like that?
- Does it look right? Are all the letters there for the sounds I hear?

Word Work:

- Use the word **see** to teach the long **ē** sound (phoneme) made by the letters **ee** (grapheme)
- Using a pocket chart and word cards, show the children words that use the letters **ee**
- On cards, print **see, tree, feet, meet, seed, bleed, deep, sleep, creep, queen, sweet, street**
- Read the words to the children. Point out the grapheme **ee** which makes the sound of the long **ē**
- Ask the children to write the words quickly on paper or a small whiteboard
- Ask them to read the words by running their finger under the words from left to right

Extending Understanding:

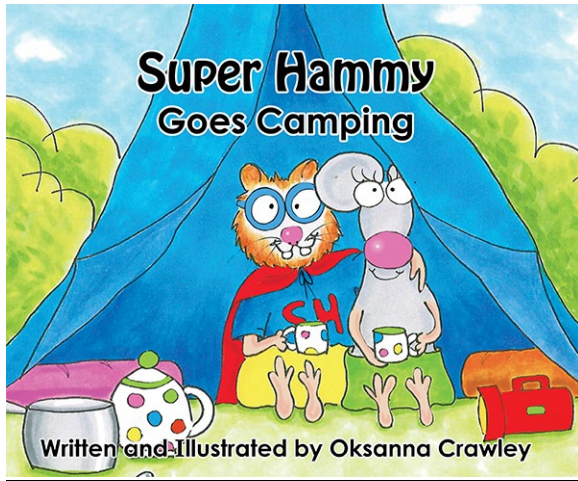
- Ask the children to make a **connection** to their lives
- Do you have a baby brother or sister? How did you feel when they came home?
- Would you like a baby sister or brother? Why? How do you think you'd feel when they came home?

For the remaining texts, teach the reading strategy that the members of each guided reading group need. Some readers might rely more heavily on one of the strategies (**Meaning, Structure, Visual**) more than others. The goal is to have them using all 3 to **self-monitor and cross-check**.

How do you determine which strategy needs work? If you do running records, you will know how to do **error analysis**. This will show you which strategy the child is using and which one is being neglected when an error is made. If a child's attempt at solving a word doesn't make sense, then teach the **Meaning** strategy. If they are not looking at the letters, have them pay closer attention to what they see on the page and teach the **Visual** strategy. If the word they chose doesn't fit the structure or grammar of English, then teach the **Structure** strategy, and so on.

When planning your next day's lesson for each guided reading group (or individual or whole class), determine what the student(s) needs to be doing to become a more successful reader.

4. SUPER HAMMY GOES CAMPING - LEVEL D



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- Where are they?
- Where do you think they're going?
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a tent. It's blue. This is a hot dog.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1 for Reading Strategies**)

Discussion of the Text:

- Ask them to retell the story - what happened in the beginning, middle and end?
- Use the illustrations for support
- What was the problem?
- What was the solution?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies using the text (**See figure 1**)
- Choose which of the three strategies to teach based on the needs of your students

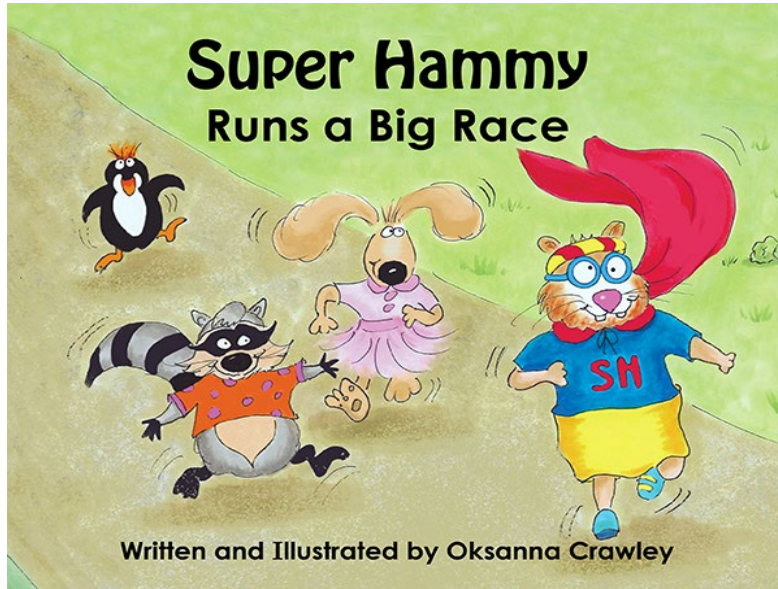
Word Work:

- Teach the **concept of word**
- Using the text, turn to the first page
- Ask the students to count how many **words** in the first sentence
- Ask them to count all the words on the page
- Ask students to hug **one word** (the student puts a fingertip on either side of a word)
- Ask them to hug **two words**
- Tell them that story is made of sentences, sentences are made of words, words are made of letters
- We write in words and we speak in words
- Ask them to make their name using magnetic letters
- Ask: Is your name a word? Is it made of letters? Yes.

Extending Understanding:

- Ask students to make a list of things you need for a camping trip
- Illustrate each word

5. SUPER HAMMY RUNS A BIG RACE - LEVEL D



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- What do you think the story will be about?
- What is the setting? (a park, a race track)
- Who do you think will win?
- Who's first? Who's last?
- What is happening in the pictures?
- Was your prediction right about who would win the race?
- Label objects in the pictures
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g., "Don't give up, Piper!" said Super Hammy.
- Have the students say the sentence structure
- The spelling of names can be tricky - don't let students struggle with names, simply give it to them - Piper Penguin, Rona Raccoon, etc.

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1 for Reading Strategies**)

Discussion of the Text:

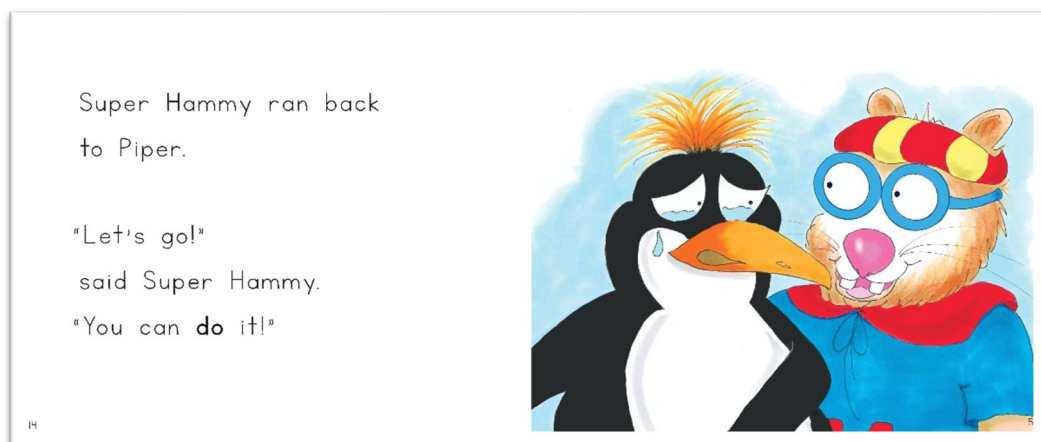
- What happened in the story?
- What happened in the beginning, middle and end?
- Use the illustrations for support
- What happened to Piper? How did he feel?
- What did Super Hammy do?
- Do you think Super Hammy would have won the race if he didn't stop for Piper?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies using the text (**See figure 1**)
- Choose which of the three strategies to teach based on the needs of your students

Word Work:

- Hearing the **first sound of a word**
- The students' books are closed
- Using the text below - the teacher says the word:
- **Super** - what is the first sound that you hear in that word?
- Ask for the sound, not the name of the letter

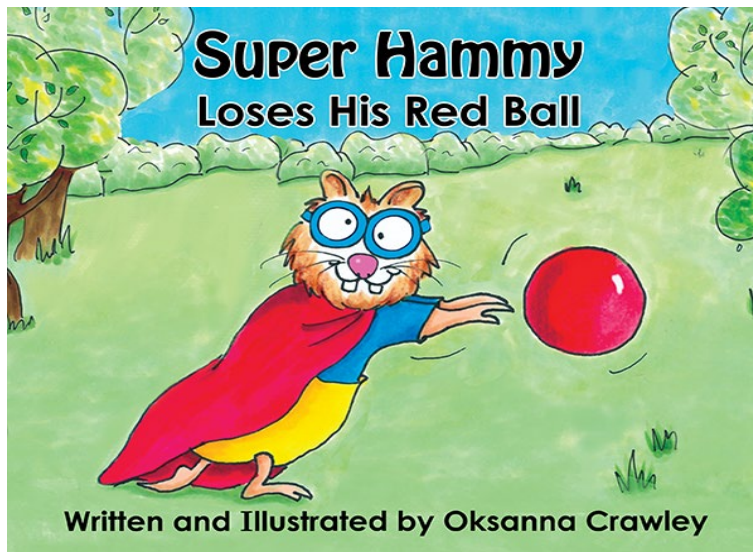


- Repeat as necessary, emphasizing the first sound if needed
- Do the same for each word on this page
- Then, ask the students to turn to the first page
- Ask them to point to the first letter of **Super**
- What sound does it make?
- Do the same for the rest of the words on the page

Extending Understanding:

- Do you think Super Hammy has a super power? What do you think it is?
- If you could have a super power, what would it be? Ask students to write a story about their super power at their desks.

6. SUPER HAMMY LOSES HIS RED BALL - LEVEL E



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- Where are they?
- What do you think the story will be about?
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a park.
- Have the students say the vocabulary out loud

- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g. "I'm up in the tree, too," shouted Bad Cat."
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1**)

Discussion of the Text:

- What was the problem in this story?
- Where did the ball go?
- Ask them to retell the story - what happened in the beginning, middle and end?
- Use the illustrations for support
- What was the solution? How did they get the ball?
- What happened to Bad Cat?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- An important part of the reading process is reading with **fluency and phrasing**
- This aids in comprehension and it's important for the teacher to model how to do it
- Tell students that their reading should sound as if they are talking
- Model how to read in phrases - you can put your fingers around each phrase:
- **Let's play ball / said Super Hammy / to Little Mouse**
- **Me, too / shouted Rona Raccoon**
- Then put it all together - reading fluently with expression
- Do it again, asking the students to echo you
- Ask them to read it on their own
- You can demonstrate with another page or two

"Let's play ball,"
said Super Hammy.

"Me, too!"
shouted Rona Raccoon.



Word Work:

- Hearing the **final sound of a word**

"Where did the ball go?"
asked Little Mouse.

Rona said,
"I did not see it."

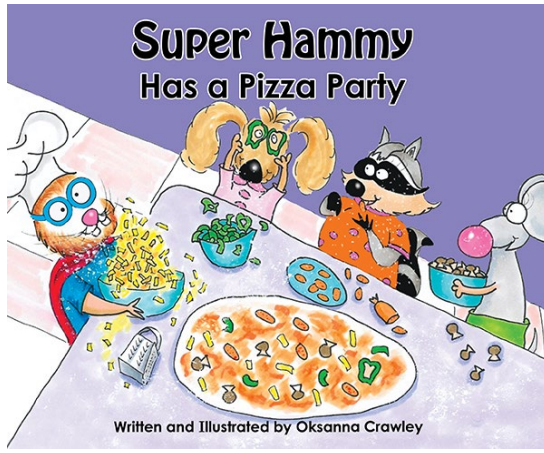


- Turn to page 8 - the students' books are closed as they are only listening
- Tell them you want them to tell you the **sound** not the letter name - give them an example perhaps using one of their names
- Then, say the first word on page 8, emphasizing the last sound - **Where**
- The students will hear an /r/ sound - they should say the sound /r/
- Continue with the rest of the words on the page

Extending Understanding:

- Ask students what their favourite part of the story is
- Ask them to draw it and write a sentence about it at the bottom of the picture
- This can be done individually at their desks

7. SUPER HAMMY HAS A PIZZA PARTY- LEVEL E



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters?
- What do you think the story will be about?
- What is happening in the pictures?
- Label objects in the pictures - pizza dough, toppings, cheese
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g., “Down, down, down, came the pizza dough!”
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1 for Reading Strategies**)

Discussion of the Text:

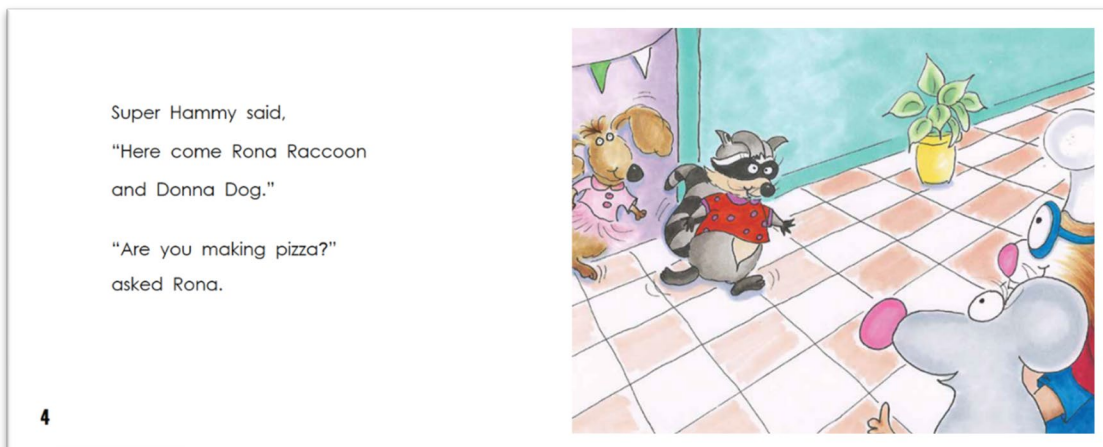
- What did Super Hammy and Little Mouse want to do?
- Who came to the party?
- What is the setting?
- Use the illustrations for support
- What was the problem?
- Did everything work out?
- What did they put on the pizza? What do you like on your pizza?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- Teach the reading strategy that is needed by the students (see figure 1)

Word Work:

- Hearing the **middle sound of a word**

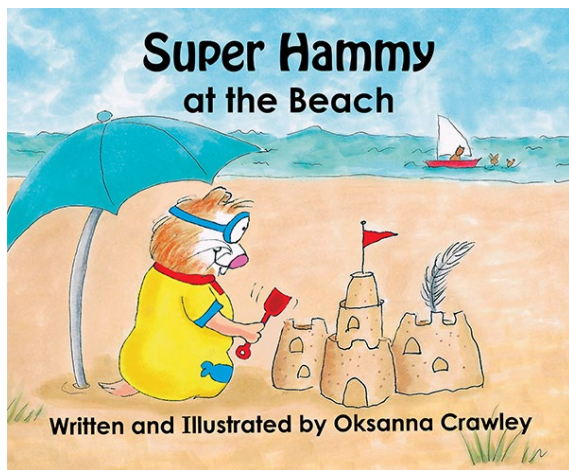


- Turn to page 4 - the students' books are closed as they are only listening
- Tell them you want them to tell you the **sound** not the letter name - give them an example perhaps using one of their names
- Then, say the first word on page 4, emphasizing the middle sound - **Super**
- The students will hear a **/p/** sound - they should say the sound **/p/**
- Continue with the rest of the words on the page

Extending Understanding:

- Ask the students to write how to make a pizza
- Place **procedural words** to use in the pocket chart or print on a white board - **first, then, next, finally**
- Draw a picture to illustrate making a pizza
- This can be done as part of the guided reading lesson or individually at their desks

8. SUPER HAMMY AT THE BEACH - LEVEL E



Warm Up

- Have the students read a familiar book **Teacher Introduces the Text:**
- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who and what do you see?
- Oh, oh, what do you think will happen?
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Where are they?
- Label objects in the picture - this is especially important for ESL students, e.g. This is strawberry ice cream.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g., "Super Hammy ran after the seagull."
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words.
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1**)

Discussion of the Text:

- Who are the characters in the story?
- Ask the students to retell the story - what happened in the beginning, middle and end?
- Use the illustrations for support
- What was the problem?
- What did Super Hammy do?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- Explicitly teach the reading strategies need by the group. Work on fluency and phrasing. (See figures 1 & 2)

Word Work:

Just then,
a seagull flew down.

It grabbed Baby Hammy's
ice cream cone.

Up, up, up it went!

Baby Hammy cried and cried.

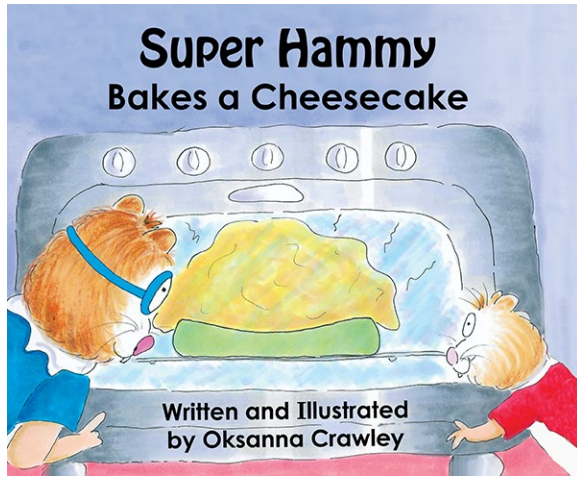


- Clap **syllables** in a word
- Tell children that words are made of parts or **syllables**
- Use their names as examples - clap the syllables in each of their names asking how many syllables they hear
- Turn to page 14
- Say each word out loud and have the children clap syllables with you
- Ask how many syllables

Extending Understanding:

- Ask the students how they would describe Super Hammy's characteristics? What kind of a person (hamster) is he?
- Adjectives to describe Super Hammy: kind, generous, unselfish, caring, helpful, loving, big-hearted, giving - print these on a big whiteboard
- Optional: ask students to draw Super Hammy and write the adjectives around him

9. SUPER HAMMY BAKES A CHEESECAKE - LEVEL E



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- Where are they?
- What do you think the story will be about?
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Explain that baking powder makes cakes rise
- Label objects in the picture - this is especially important for ESL students, e.g., sugar, flour, cheese, baking powder, etc.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g. "It got bigger and bigger..." "That is the biggest cheesecake!"
- Have the students say the sentence structure
- Explain what an **ellipsis** (...) means: in this case that the sentence continues on the next page (it can also imply a passage of time)

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figures 1**)

Discussion of the Text:

- What was the problem? What did Baby Hammy do?
- What happened to the cheesecake?
- Ask them to retell the story - what happened in the beginning, middle and end?
- Use the illustrations for support
- What was the solution? Did Super Hammy and Baby Hammy mind that the cheesecake was so big?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- Explicitly teach the reading strategy the students in the group need (**See figure 1**)

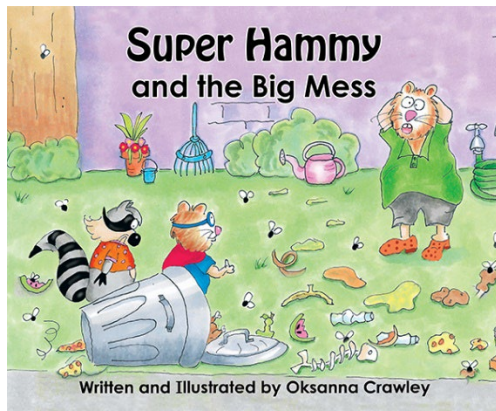
Word Work:

- **Suffixes** -Big, bigger, biggest
- Using magnetic letters demonstrate how to add the suffixes **-er** and **-est** to a word such as **big**
- Make the word **big** on a whiteboard
- Have the students do the same with their magnetic letters and whiteboards
- Explain that to make the word: **bigger**, you first need to double the last consonant - **bigg**
- Then add the ending **-er**
- Have the students run their finger under the word while reading it: **bigger**
- Do the same with **biggest**
- Use other examples of one-syllable words that end in a consonant - **sad, sadder, saddest, hot, hotter, hottest, small, smaller, smallest**

Extending Understanding:

- Ask the students to make a **connection** to their lives - Do they like to bake/cook with their family members? Which ones? What do they like to make?

10. SUPER HAMMY AND THE BIG MESS- LEVEL E



Warm Up

- Have the students read a familiar book
- **Teacher Introduces the Text:**
- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the story?
- Where are they?
- What do you think happened?
- Who made the big mess?
- How do you think it happened?
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a garbage can. They're in the backyard.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g., "Super Hammy pulled her out!"
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher

- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1**)

Discussion of the Text:

- Ask them to retell the story - what happened in the beginning, middle and end?
- Use the illustrations for support
- What did Rona do?
- What did Papa Hammy say when he saw the big mess?
- What did Super Hammy and Rona Raccoon do?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies that the students need using the text. (**See figure 1**)

Word Work:

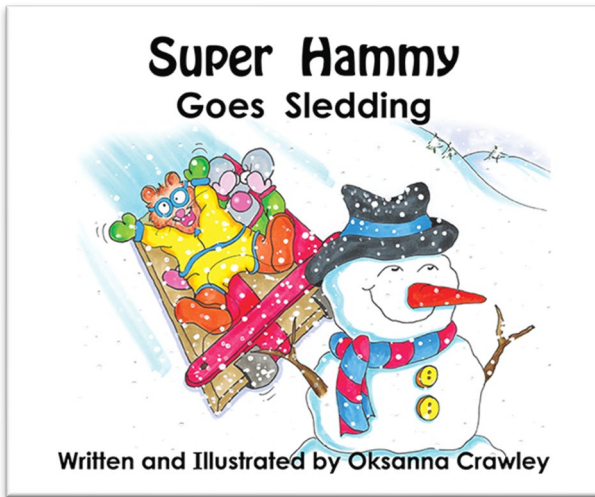
- **Segmenting phonemes** - hearing individual sounds in a word
- Select words from the text
- Demonstrate first: "When I say the word **an**, I hear two sounds - /a/ and /n/ - **an**"
- Pick another word and say it slowly stretching it out: **ssss-eeee**
- Ask: Which sounds do you hear? (Repeat it slowly.)
- The students should hear /s/ and /e/
- Continue with other two letter and three letter words such as **up, in, all, can, did, big, not, and**
- You can stretch a rubber band slowly while saying the word slowly as a visual aid

Extending Understanding:

- How do you think Rona feels in this picture? Turn to page 13.
- Write the words on a big whiteboard: sad, embarrassed, ashamed
- How would you feel?



11. SUPER HAMMY SLEDDING - LEVEL F



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- Where are they?
- What do you think the story will be about?
- What do you think might happen to the snowman?
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a sled.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g., "Sit down on this sled, Little Mouse," Super Hammy said.
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first

- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1**)

Discussion of the Text:

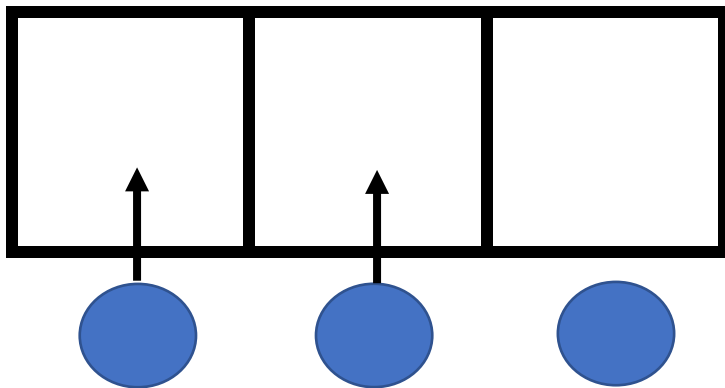
- Ask students to retell the story - what happened in the beginning, middle and end?
- Use the illustrations for support
- What happened when they hit the snowman?
- What did Little Mouse say to Super Hammy at the very end?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

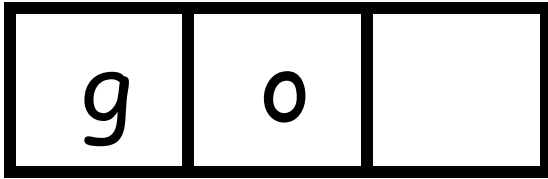
- The teacher explicitly teaches reading strategies using the text (**See figure 1**)
- Work on phrasing and fluency

Word Work:

- **Segmenting phonemes using sound boxes** (Elkonin boxes) - hearing individual sounds in a word
- Select words from the text - **no, go, be, fun, sit, can**
- Give each student sound boxes on a piece of laminated cardstock and bingo chips or any other small disc
- dry-erase marker/ eraser



- This is a listening activity - no writing at this point
- Say: **go** slowly, repeat and emphasize the first sound if needed
- Ask the students to push the chip into the first box for the first sound they hear **/g/**
- Say go again, ask the students to push the chip into the second box for the second sound they hear **/o/**
- Ask the students to do it again - push the chips into the boxes while saying the word slowly
- Repeat with the other words
- After practising this activity, students can write the letter in the appropriate box

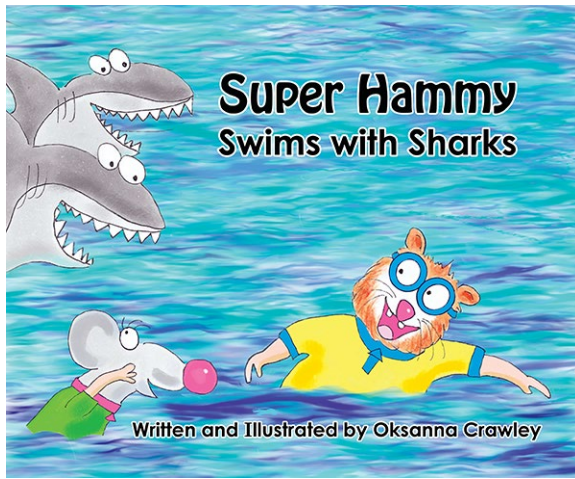


- Ask the students to read the word while running their finger under the word left to right
- This activity helps with both reading and writing

Extending Understanding:

- Ask the students if this story is real life (could it really happen) or fiction (imagined)? How do they know?

12. SUPER HAMMY SWIMS WITH THE SHARKS - LEVEL F



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- Where are they?
- What do you think the story will be about?
- What do you think will happen to Super Hammy and Little Mouse?
- Turn the pages showing the pictures and discuss

- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a shark costume. This is a salad bowl.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g. "Where is a boat?" asked Little Mouse." "You will not eat us today!" shouted Little Mouse."
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words.
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words **(See figure 1)**

Discussion of the Text:

- Ask students to retell the story - what happened in the beginning, middle and end?
- Use the illustrations for support
- What was the problem?
- What was the solution?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies using the text **(See figure 1)**

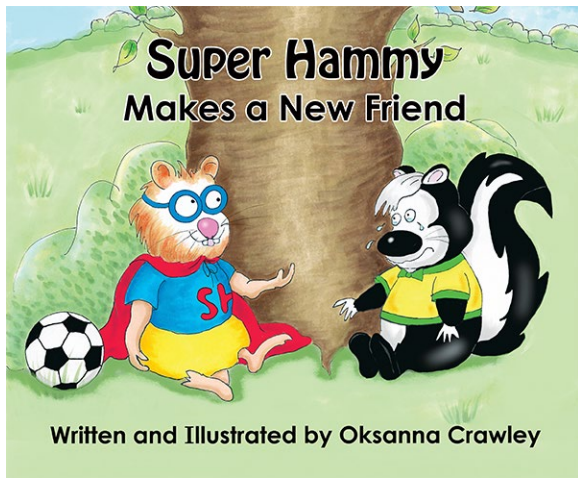
Word Work:

- **Hearing and breaking words into onset and rime.**
- This helps students solve words when reading
- Choose some words from the text: *not, will, boat, now, need, did, get*
- Use magnetic letters to show students how to break a word
- *n-ot, not, w-ill, will, b-oat, boat, n-ow,now, n-eed, need, d-id, did, g-et, get*

Extending Understanding:

- Were the characters swimming in a real ocean?
- What pretend games do you like to play?

13. SUPER HAMMY MAKES A NEW FRIEND - LEVEL F



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- Where are they?
- What do you think the story will be about?
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a skunk.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book e.g., "Super Hammy pulled her out."
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher

- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1**)

Discussion of the Text:

- Ask students to retell the story - beginning, middle, end
- Use the illustrations for support
- What was Sidney Skunks problem?
- What did Super Hammy tell him?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies using the text (**See figure 1**)

Word Work:

- How to recognize **spelling patterns with a short vowel in a one-syllable word**
- Use words from the text: *ran, get, sat, dog, ball, blew, play*
- Tell students there are many words that use the same spelling patterns
- Demonstrate with magnetic letters or by writing on a whiteboard

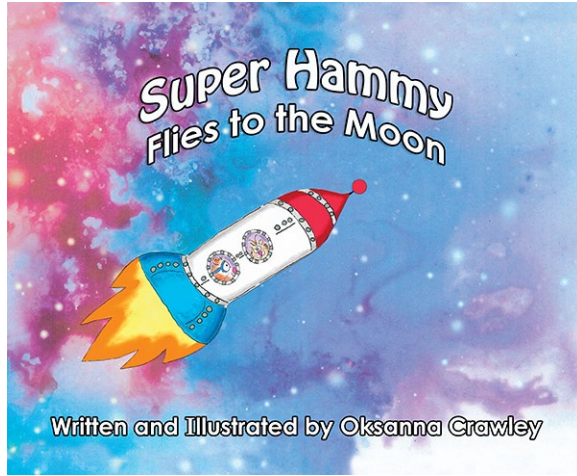
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|-------------|------------|------------|-------------|-------------|-------------|-------------|
| -an | -et | -at | -og | -all | -ew | -ay |
| <i>ran</i> | <i>get</i> | <i>sat</i> | <i>dog</i> | <i>ball</i> | <i>blew</i> | <i>play</i> |
| <i>pan</i> | <i>set</i> | <i>rat</i> | <i>hog</i> | <i>fall</i> | <i>new</i> | <i>pay</i> |
| <i>fan</i> | <i>met</i> | <i>mat</i> | <i>fog</i> | <i>mall</i> | <i>few</i> | <i>say</i> |
| <i>tan</i> | <i>jet</i> | <i>pat</i> | <i>log</i> | <i>call</i> | <i>crew</i> | <i>may</i> |
| <i>plan</i> | <i>pet</i> | <i>hat</i> | <i>frog</i> | <i>hall</i> | <i>knew</i> | <i>tray</i> |

- What else can you notice about these words? (they rhyme)

Extending Understanding:

- Making **connections** - Have you ever felt like Sydney Skunk? What happened?

14. SUPER HAMMY FLIES TO THE MOON - LEVEL F



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- Where are they?
- What are they doing?
- What do you think the story will be about?
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g. This is a space ship, moon, cheese.
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book: e.g. "But the space ship still didn't move."
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first
- Then the teacher can read one sentence and the students can repeat it or echo it

- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1**)

Discussion of the Text:

- Ask students to retell the story - what happened in the beginning, middle and end?
- Use the illustrations for support
- What was the problem?
- What was the solution?
- What were the settings?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies using the text (**See figure 1**)

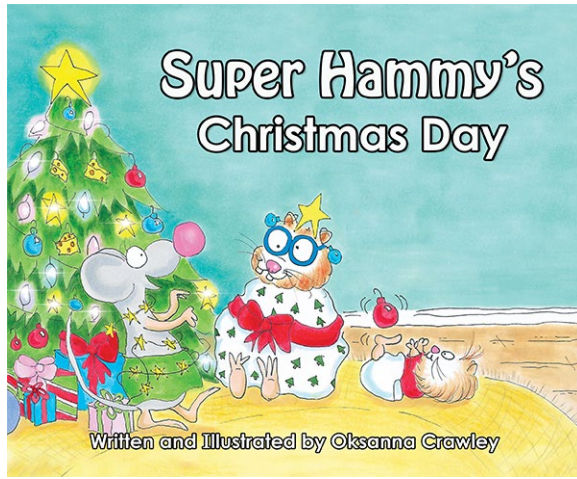
Word Work:

- **Make and break apart words that begin with a consonant cluster** that blends 2 or 3 consonant sounds
- Use examples from the text: *blast, fly, space, still, tried, threw*
- Ask the students to make the words with magnetic letters
- Then, demonstrate how to break the words by sliding the cluster away, saying the two parts, sliding the cluster back, and saying the whole word
- Break: **bl-ast** Say: /**bl**/ /**ast**/ Say: **blast**
- Do the same with these: *fl-y sp-ace st-ill tr-ied thr-ew*

Extending Understanding:

- Why do you think the space ship couldn't blast off after Super Hammy and Baby Hammy ate a lot of cheese?

15. SUPER HAMMY'S CHRISTMAS - LEVEL F



Warm Up

- Have the students read a familiar book

Teacher Introduces the Text:

- Show the students the cover of the book, say the title
- Talk about the picture on the cover
- Who are the characters in the book?
- What is the setting?
- What do you think the story will be about?
- Turn the pages showing the pictures and discuss
- What is happening in the pictures?
- Label objects in the picture - this is especially important for ESL students, e.g., Christmas, present, balls, blocks
- Have the students say the vocabulary out loud
- Point to the word in the text
- Have them run their finger under the word while saying it out loud
- With ESL students, it might be necessary to give the students some of the sentence structures that they will encounter in the book: e.g., "Bad Cat threw some more snowballs."
- Have the students say the sentence structure

Reading the New Text:

- The students read the text independently out loud
- The teacher listens and helps each student to use appropriate reading strategies to solve words
- With ESL students, the teacher can read the text to them first

- Then the teacher can read one sentence and the students can repeat it or echo it
- Then the students can read the text independently with support from the teacher
- In both cases, the teacher then listens, and teaches or prompts for strategic actions to help the students process the text and solve words (**See figure 1**)

Discussion of the Text:

- Ask students to retell the story - what happened in the beginning, middle and end?
- Use the illustrations for support
- What was the problem? How does Bad Cat feel?
- What was the solution?
- Encourage students to ask questions to clarify meaning
- Are there any words they didn't understand?

Teaching Points:

- The teacher explicitly teaches reading strategies using the text (**See figure 1**)

Word Work:

- Recognize **contractions** made with *am, is, are, not*
- Using magnetic letters, show students how contractions are made:
 - *I am* → *I'm* *He is* → *He's* *She is* → *She's*
 - *We are* → *We're* *They are* → *They're*
 - *Can not* → *Can't* *Do not* → *Don't* *Will not* → *Won't*
- Do fewer examples if need be - save contractions formed with *not* for the next lesson
- Or: Point out **compound words**: *inside outside everyone*
- Show how to break them: *in-side out-side every-one*
- Make with magnetic letters - break the words apart

Extending Understanding:

- What is your favourite part of the story?
- Write a story about your favourite Christmas experience.

Appendix

CURRICULUM EXPECTATIONS: Ministry of Education The Ontario Curriculum Grades 1-8
Language REVISED 2006

GRADE 1 READING:

Comprehension Strategies

1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction (*e.g., activate prior knowledge by brain- storming about the cover, title page, or topic; describe how they visualize a character or scene in a text; ask questions about information or ideas presented in a text: I wonder if...?, What if...? Why did...?; identify important ideas in a text*)

Demonstrating Understanding

1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea (*e.g., retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props*)

Making Inferences/Interpreting Texts

1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them

Extending Understanding

1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them (*e.g., identify personally significant events in stories, such as losing a tooth or getting a pet; relate information in a text to previous experiences, other familiar texts, movies, or trips*)

Analysing Texts

1.7 identify the main idea and a few elements of texts, initially with support and direction (*e.g., narrative: characters, setting, problem/solution; information text: introductory statement, facts, photographs*)

Responding to and Evaluating Texts

1.8 express personal thoughts and feelings about what has been read (*e.g., through role playing, drama, visual arts, music, discussion; by developing a plan to act on issues raised in the*

Text Forms

2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story (*e.g., characters, setting, events, problem/solution*)

Text Patterns

2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts (*e.g., signal words such as first, second, then, finally help to identify time order or sequence*)

Text Features

2.3 identify some text features (*e.g., illustrations, symbols, photographs, title, page number, table of contents*) and explain how they help readers understand texts

Reading Familiar Words

3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts (*e.g., the same word in different graphic representations such as: on the word wall; in shared-, guided-, and independent-reading texts; on shared- and interactive-writing charts; in personal writing; in a variety of fonts*)

Reading Unfamiliar Words

3.2 predict the meaning of and solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues (*e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language*)

- syntactic (language structure) cues

(*e.g., predictable word order, predictable language patterns, punctuation*);

- graphophonic (phonological and graphic) cues (*e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound-letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words*)

Teacher prompt (for cross-checking of cues): “It looks right and sounds right, but does it make sense?”

Reading Fluently

3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader

Metacognition

4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading

Teacher prompts: “What do you do to get ready to read a new text?” “What do you do if your reading doesn’t make sense to you?” “When you come to a word you don’t know, what do you do?” “What strategies help you the most when you are reading?”

GRADE 1 WRITING

Form

2.1 write short texts using a few simple forms (*e.g., a recount of personally significant experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; “How to” books identifying the steps in a procedure such as “How to Make Applesauce”, including pictures, symbols, and words; a story modelled on characters and events from stories read*)

Word Choice

2.3 use familiar words and phrases to convey a clear meaning (*e.g., some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.*)

Sentence Fluency

2.4 write simple but complete sentences that make sense

Point of View

2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic

Teacher prompts: “How do you feel about this topic?” “How do you think your friend feels about this topic?” “How can you convey your feelings to your audience?”

Spelling Familiar Words

3.1 spell some high-frequency words correctly (*e.g., words from their oral vocabulary, the class word wall, and shared-, guided-, and independent-reading texts*)

Spelling Unfamiliar Words

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings (*e.g., segment words to identify and record individual sound-symbol correspondences, including short vowels and simple long-vowel*

patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling)

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