

# Super Hammy Lesson Plans

Developed by Oksanna Crawley, OCT

The books in the **Super Hammy – My First Reading Series** have been designed for beginning readers. They are written with an increasing level of complexity from levels 1 to 3.

The vocabulary, sight words, sentence structures, punctuation, typographic features such as boldface, font and layout have been tightly controlled to make the learning of reading easier for the emergent reader. The illustrations heavily support the text.

Curriculum expectations: The Kindergarten Program 2016, Ontario Ministry of Education; Demonstrating Literacy and Mathematics Behaviours (DLMB)



DC Canada Education Publishing

## SUPER HAMMY – MY FIRST READING SERIES

# *Super Hammy Helps Little Mouse*

### Key Concepts:

- Concepts About Print (quotations marks, cover, 1-to-1 matching, left to right)
- Reading Strategies (predicting, pictures, oral language structures)
- Making connections
- Empathizing

### Materials Needed:

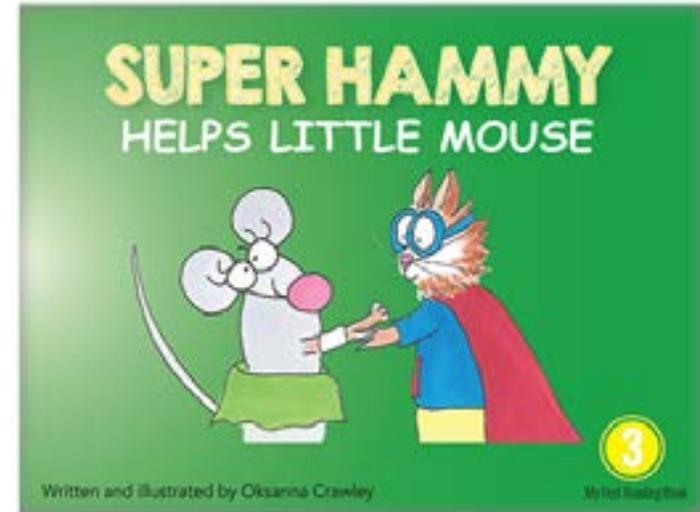
- *Super Hammy Helps Little Mouse*
- Toy doctor's kit, elbow and kneepads, a helmet, pretend bandages, small, plastic containers
- Pads and pencils

### Curriculum Expectations:

**DLMB 4.5/1.5** use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know (e.g., contribute ideas during shared or interactive writing; contribute to conversations in learning areas; respond to educator prompts)

**DLMB 4.5/1.9** Describe personal experiences, using vocabulary and details appropriate to the situation

**DLMB 4.5/2.5** develop empathy for others, and acknowledge and respond to each other's feelings (e.g., tell an adult when another child is hurt/sick/ upset; have an imaginary conversation



with a tree or an insect; role-play emotions with dolls and puppets)

**DLMB 4.5/9.1** Use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)

**DLMB 4.5/10.1** demonstrate an interest in writing (e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils) and choose to write in a variety of contexts (e.g., draw or record ideas in learning areas)

**DLMB 4.5/11.5** Make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g. use the cover pictures and/or title to

determine the topic and/or text form)

**DLMB 4.5/11.6** Use prior knowledge to make connections (e.g. to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the educator team

**DLMB 4.5/11.7** Use illustrations to support comprehension of texts that are read by and with the educator team

**DLMB 4.5/ 21.2** dramatize rhymes, stories, legends, and folk tales from various cultures and communities (e.g., use actions, pictures, words, or puppets to tell a story in the dramatic play area or in the blocks area)

## ACTIVITIES

### Read-aloud and shared reading:

- Begin by asking the students if anyone knows how to use a skateboard, or a tricycle or bicycle. Has anyone ever fallen while learning to ride? What happened?
- Show the students the **cover** of the book, Super Hammy Helps Little Mouse. Who's on the cover? Tell them that Little Mouse likes to skateboard. What do they think happens to Little Mouse?
- Read the book to the students. **Point under each word**, as you read, **left to right**.
- Oh, oh, what happened to Little Mouse? Were their **predictions** right?
- How could Little Mouse have prevented being hurt? Was she wearing elbow pads and kneepads? A helmet? Safety is important.
- What do you think of Super Hammy? Is he kind? Would you like a friend like him? What would you do if your friend were hurt?

- Re-read the story to the students without stopping.
- Read the story again but this time, tell the students you want them to help you read it. Point under each word. Let them finish the sentences.
- Point to the **illustrations** and use gestures for help. For example:
  - "Little Mouse is on a \_\_\_\_\_." (skateboard)
  - "Look at me," said\_\_\_\_\_. (Little Mouse)
  - "I can go \_\_\_\_\_!" (fast)
  - "Look at me," said\_\_\_\_\_. (Little Mouse)
  - "I can go\_\_\_\_\_." (up the hill)
- Do this on each page. Assist as necessary.
- Turn to page 4. Read it to the class. Point out that Little Mouse is saying something. She is saying, "Look at me." and "I can go fast!"
- Point to the **quotation marks** and say that these are speaking or talking marks. When we see these marks, it means someone is saying something, and we make it sound like we're talking when we read. Demonstrate how to read it.

### Response through dramatic play:

- Turn the block centre or house centre into a "hospital".
- Provide "bandages", a toy doctor's kit, a pad and pencil for "prescriptions", small, plastic containers to be used for "medications".
- Put elbow, knee pads and a helmet in the block centre to encourage creative play (e.g. a student might pretend a large block is a skateboard)

## SUPER HAMMY – MY FIRST READING SERIES

# Super Hammy Goes for a Drive

### Key Concepts:

- Concepts About Print (cover, picture)
- Making connections
- Reading strategies (predicting)
- Recognizing Bias
- Phonemic awareness (letter-sound recognition, Elkonin boxes)

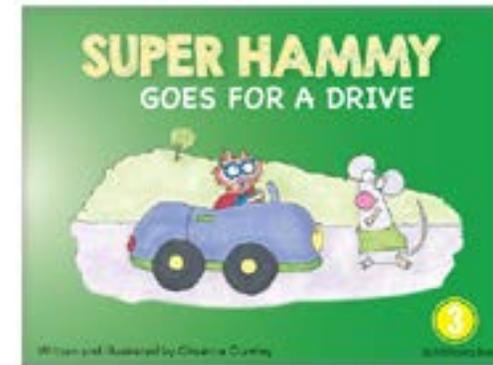
### Materials Needed:

- *Super Hammy Goes for a Drive*
- Chart paper, markers
- Large and small cardboard boxes, toilet tissue or paper towel rolls
- Glue, paint, markers, crayons, scissors
- Different coloured construction paper
- Toy tools

### Curriculum Expectations:

**DLMB 4.5/1.5** use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know (e.g., contribute ideas during shared or interactive writing; contribute to conversations in learning areas; respond to educator prompts)

**DLMB 4.5/1.9** Describe personal experiences, using vocabulary and details appropriate to the situation



**DLMB 4.5/11.5** Make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g. use the cover pictures and/or title to determine the topic and/or text form)

**DLMB 4.5/11.6** Use prior knowledge to make connections (e.g. to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the educator team

**DLMB 4.5/11.7** Use illustrations to support comprehension of texts that are read by and with the educator team

**DLMB 4.5/11.8** demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter)

**DLMB 4.5/27.2** Think critically about fair/unfair and biased

behaviour towards both themselves and others, and act with compassion and kindness

DLMB 4.5/ 21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities (e.g., use actions, pictures, words, or puppets to tell a story in the dramatic play area or in the blocks area)

## ACTIVITIES

### Read-aloud and discussion:

- Begin by asking the students about their family vehicles. Do they have a car, a van, or a truck? Draw the different vehicles on chart paper and label them.
- Ask the students to help you write the word by telling you which sounds they hear.
- For “car” make 3 boxes joined together for the 3 sounds.
- This is called an “Elkonin box”. 

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- There is one box for each sound, not letter.
- Ask what letter “car” begins with? Which letter makes the /k/ sound?
- If they say “k”, say, yes, it could be, but car starts with a “c” which also makes the /k/ sound.
- Write the “c” in the first box. 

c		
---	--	--
- Ask if they hear any other sounds in the word “car”. Say it slowly.
- They will likely hear the “r” next. Add the “r” in the last box. 

c		r
---	--	---
- Tell them there’s another letter in the middle. Ask if they can hear the sound it makes as you emphasize it and say it slowly.

Support as needed. You might have to tell them it's an “a”. Write it in the box.

c	a	r
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- Read the word slowly, moving your finger under each
- letter as you say it.
- Children hear the initial consonant first, then the last consonant. The middle sound, usually a vowel, is the most difficult to hear.
- Do the same for the word “van” and for “truck”.
- At this point, one letter to represent the /k/ sound at the end of “truck” is sufficient. “Truck” can be spelled – t r u k – so you’ll need 4 boxes.
- Ask the students if they like to go for drives with their family? Where do they go? Has the car ever broken down?
- Show them the **cover** of *Super Hammy Goes for a Drive*. Who's in the picture? What do they **predict** will happen? Will they run out of gas? Have an accident? See something exciting?
- Read the story to them. Pause on page 12. Ask the students what they think will happen? Will someone fix the tire? Who?
- Finish reading the story. Ask: Who fixed the tire? Are you surprised? Why?

### Response through visual arts and dramatic play:

- At the art centre, provide large and small boxes, construction paper, glue, scissors, markers and paint for students to make cars or trucks.
- The teacher can help make a large “car” by using a big box that a child can step into and hold up around his or her waist to “drive” around the classroom.
- Invite students to use their vehicles in the block centre or house centre for creative play. Provide toy tools for car repairs.

## SUPER HAMMY – MY FIRST READING SERIES

*Super Hammy Makes a Snowman***Key Concepts:**

- Concepts About Print (cover, title, 1-to-1 matching, left to right)
- Retelling
- Sequencing
- Reading strategies (predicting, picture, oral language structure)
- Self-regulation

**Materials Needed:**

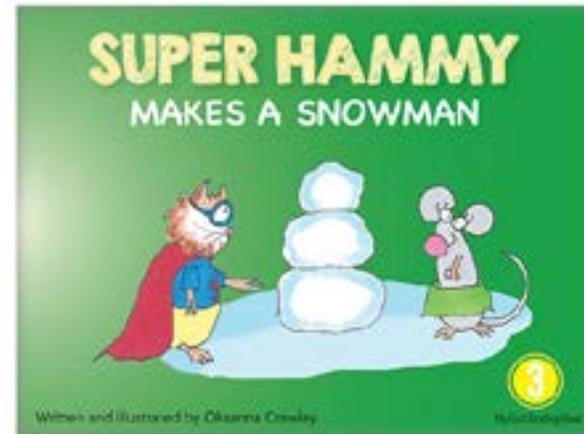
- *Super Hammy Makes a Snowman*
- Photocopy of the 8 pictures from the story
- Magnetic strips or sticky-tack to attach to the back of the 8 images
- Class set of photocopies of the 8 pictures
- Crayons, markers, scissors, stapler

**Curriculum Expectations:**

**DLMB 4.5/1.2** Listen and respond to others, both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language),

for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing experiences...)

**DLMB 4.5 /1.10** Retell experiences, events and familiar stories in



proper sequence

**DLMB 4.5/3.2** Demonstrate the ability to take turns during activity and discussions (e.g. while engaged in play with others; in discussions with peers and adults)

**DLMB 4.5/9.1** Use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)

**DLMB 4.5/11.5** Make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g. use the cover pictures and/or title to determine the topic and/or text form)

**DLMB 4.5/11.7** Use illustrations to support comprehension of texts that are read by and with the educator team

## ACTIVITIES

### Read-aloud and retelling/sequencing:

- Begin by telling the students the **title** and showing them the **cover** of the book. Ask the students to **predict** what the story might be about. Who's in the story? What might happen in the story?
- Without reading the story, take the students on a picture walk through the book, discuss each illustration briefly.
- Read the story to the students **pointing under each word** while moving **left to right**.
- Reread the story, but this time let the students fill in the missing word by looking at the **picture**. "The \_\_\_\_\_ is on the snowman." (carrot)
- Place the pictures in a random order on a white board.
- Using the pictures on the whiteboard, ask students what happened at the beginning of the story? Which picture goes first? What happened next? Which picture goes next? What happened in the middle of the story? What happened at the end of the story? Arrange the images accordingly. The teacher can do this or ask a student to do it.
- Ask several students to retell the story by using the images as guidance.
- Cover up the pictures. Ask several students to retell the story from memory. Provide assistance as needed by pointing to a picture.
- Use words such as beginning, middle and ending to guide the retelling.

### Response through retelling:

- Leave the pictures on the whiteboard for students to reorder and retell the story with a partner.

### Extension:

- Provide photocopies of the pictures for students to colour, cut out, and sequence. The pictures may be stapled together to make a book.

## SUPER HAMMY – MY FIRST READING SERIES

# Super Hammy Saves the Cheese

### Key Concepts:

- Concepts About Print (cover, 1-to-1 matching, left to right)
- Reading strategies (predicting)
- Retelling
- Making Connections (comparing books)
- Empathizing
- Self-Regulation

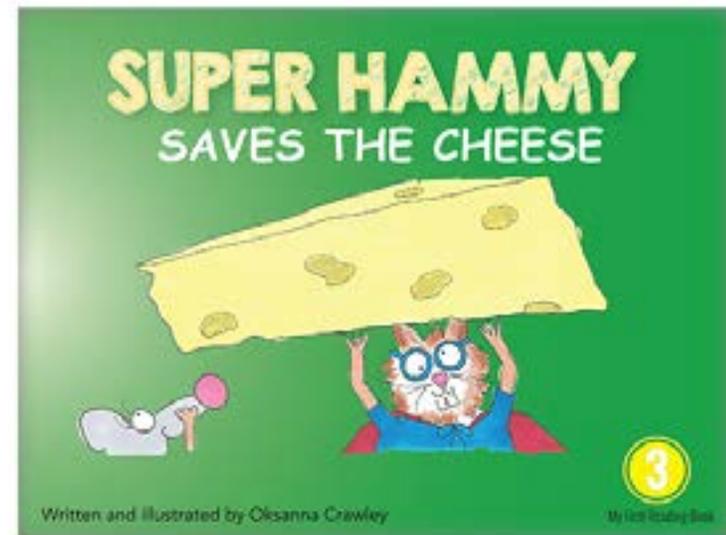
### Materials Needed:

- *Super Hammy Saves the Cheese*
- Stick puppets worksheet
- Crayons, markers, tongue depressors or craft sticks, glue, scissors
- Boxes made into mock television sets

### Curriculum Expectations:

**DLMB 4.5/1.2** Listen and respond to others, both verbally and non-verbally (e.g., using the arts, using signs, using gestures and body language), for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing experience...)

**DLMB 4.5/1.9** Describe personal experiences, using vocabulary and details appropriate to the situation



**DLMB 4.5/2.5** Develop empathy for others, and acknowledge and respond to each other's feelings (e.g. tell an adult when another child is hurt/sick/upset; have an imaginary talk with a tree or an insect; role-play emotions with dolls and puppets)

**DLMB 4.5/3.2** Demonstrate the ability to take turns during activity and discussions (e.g. while engaged in play with others; in discussions with peers and adults)

**DLMB 4.5/9.1** Use reading behaviours to make sense of familiar and unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships)

**DLMB 4.5/11.5** Make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the

world around them (e.g. use the cover pictures and/or title to determine the topic and/or text form)

**DLMB 4.5/11.6** Use prior knowledge to make connections (e.g. to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the educator team

**DLMB 4.5/11.7** Use illustrations to support comprehension of texts that are read by and with the educator team

**DLMB 4.5/21.2** Dramatize rhymes, stories, legends, and folk tales from various cultures and communities (e.g. use actions, pictures, words or puppets to tell a story in the dramatic play area or the blocks area)

**DLMB 4.5/23.2** use problem-solving skills and their imagination to create visual art forms (e.g., choose materials to make a three-dimensional structure stable; choose an alternative way to fasten their materials if the first way is unsuccessful)

**DLMB 4.5/23.4** communicate their understanding of something (e.g., a familiar story, an experience, a song, a play) by representing their ideas and feelings through the arts

## ACTIVITIES

### Read-aloud and retelling:

- Show the students the cover of the book and tell them the title. Ask them to **predict** what the story will be about based on the **cover picture**. Who's in the story? What might happen in the story?
- Without reading the story, take the students on a picture walk through the book. Discuss each illustration briefly. Ask the

students what they think is happening in the story.

- Pause from time to time and ask students to **predict** what might happen next? Will Bad Cat get the cheese?
- Read the story to the students **pointing under each word** moving from **left to right**.
- Ask students to **compare** *Super Hammy Saves the Cheese* to *Super Hammy Saves Little Mouse*
- How are they similar/different? Super Hammy comes to the rescue in both, but Super Hammy saves Little Mouse in one while saving the cheese in the other.
- Ask students **how they think Bad Cat felt** after he broke the plate and his owner came into the room? Did they ever do something like this and **how did they feel**?
- Ask students to take turns **retelling** the story. Use the pictures in the book as guidance if needed.

### Response through visual arts and drama:

- Give the students the worksheet with the stick puppet characters of Super Hammy, Little Mouse and Bad Cat, and the cheese, to colour, cut out, and glue onto sticks.
- Ask them to retell the story with a partner.
- After some practice, ask some students to present their stick puppet plays to the class.

### Extension:

- Invite students to stage their own stick puppet plays.
- Provide boxes, scissors, markers, crayons and scarves (for "stage curtains") in the block centre. Ask students how they might use the boxes to make a stage or television set for their puppet show.

**Response through drama:**

- Invite students to act out the story. Assign parts.
- Provide props – a red cape for Super Hammy, a green skirt or apron for Little Mouse, a blue t-shirt for Bad Cat.
- Have students take turns acting out the story. Remind students to be gentle with Bad Cat.

**Extension:**

- Place the props in the block centre or house centre and invite students to act out the story on their own.

## LESSON PLANS FOR SUPER HAMMY – MY FIRST READING SERIES

*Super Hammy Saves Little Mouse***Key Concepts:**

- Concepts About Print (title, cover, 1-to-1 matching, left to right)
- Reading strategies (predicting)
- Retelling
- Making Connections (comparing books)
- Empathizing
- Self-Regulation

**Materials Needed:**

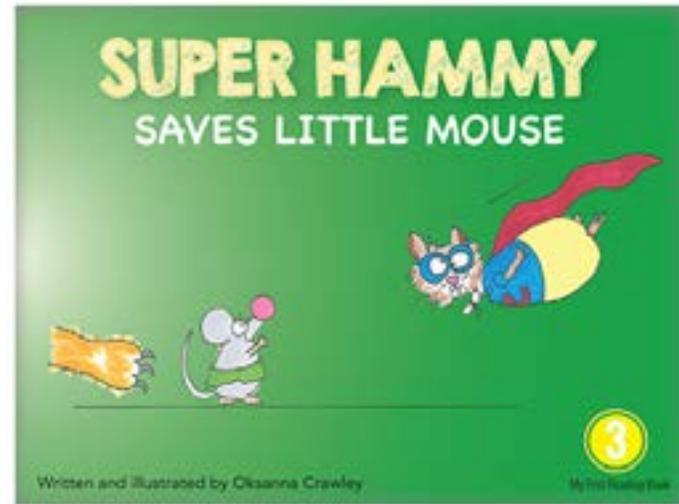
- *Super Hammy Saves Little Mouse*
- Props including a red cape or blanket, a green apron or scarf, a blue t-shirt

**Curriculum Expectations:**

**DLMB 4.5/2.5** Develop empathy for others, and acknowledge and respond to each other's feelings (e.g. tell an adult when another child is hurt/sick/upset; have an imaginary talk with a tree or an insect; role-play emotions with dolls and puppets)

**DLMB 4.5/3.2** Demonstrate the ability to take turns during activity and discussions (e.g. while engaged in play with others; in discussions with peers and adults)

**DLMB 4.5/11.5** Make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience,



knowledge of familiar texts, and general knowledge of the world around them (e.g. use the cover pictures and/or title to determine the topic and/or text form)

**DLMB 4.5/11.7** Use illustrations to support comprehension of texts that are read by and with the educator team

**DLMB 4.5 /11.9** Retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence (e.g. in new and creative ways, using drama, visual arts, non-verbal communication, and representations; in a conversation)

**DLMB 4.5/21.2** Dramatize rhymes, stories, legends, and folk tales from various cultures and communities (e.g. use actions, pictures, words or puppets to tell a story in the dramatic play area or the blocks area)

## ACTIVITIES

### SHARED READING AND RETELL:

- Begin by telling the students the **title** and showing them the **cover** of the book. Ask the students to **predict** what the story will be about based on the cover picture. Who's in the story? What might happen in the story?
- Without reading the story, take the students on a picture walk through the book. Discuss each illustration briefly. Ask the students what they think is happening in the story. Pause at times and ask students to **predict** what might happen on the next page. Will Bad Cat catch Little Mouse?
- Read the story to the students **pointing under each word** while moving **left to right**.
- Discuss with students how they think Little Mouse felt when Bad Cat was trying to catch and eat her.
- **How would they feel** if they were Little Mouse?
- What do they think of Super Hammy and what he did? (Was he brave? Why? Kind? Why?)
- Ask students to **retell** the story as the teacher turns the pages providing the images to guide the students in the retelling.

### Response through drama:

- Invite students to act out the story. Assign parts.
- Provide props – a red cape for Super Hammy, a green skirt or apron for Little Mouse, a blue t-shirt for Bad Cat.
- Have students take turns acting out the story. Remind students to be gentle with Bad Cat.

### Extension:

- Place the props in the block centre or house centre and invite students to act out the story on their own.

