

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)

SUPER HAMMY – MY FIRST READING SERIES

Here Comes Super Hammy

Key Concepts:

- Concepts About Print (where to start reading/stop, front/back, title, period, left to right, 1-to-1 matching)
- Reading Strategies (using pictures, knowledge of oral language structure to fill in the missing word)
- Sight Word - **is**

Materials Needed:

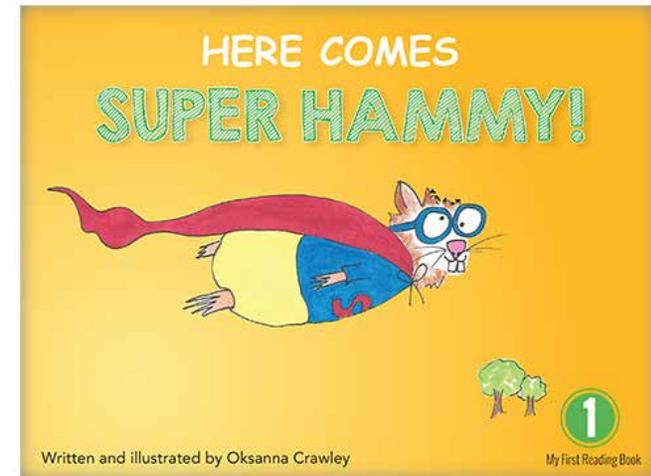
- *Here Comes Super Hammy*
- Whiteboard
- Several sets of magnetic letters to make the word "is"
- "is" worksheet
- Pencils or markers

Curriculum Expectations:

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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

DLMB 4.5/11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words,



spaces between words, and sentences; understand that printed materials contain messages

DLMB 4.5/11.7 use illustrations to support comprehension of texts that are read by and with the educator(s)

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 4.5/18.2 explore and extend patterns (e.g., fill in missing elements of a repeating pattern) using a variety of materials (e.g., beads, shapes, words in a poem, beat and rhythm in music, objects from the natural world)

ACTIVITIES

Read-aloud and shared reading:

- This is the first book in the series. If you are using this book first, introduce the character of Super Hammy. Show the students the cover and say the title. Super Hammy is a hamster with super powers; he can fly. However, he also does ordinary day-to-day things just as we do.
- Show the children the **cover** and tell them that this is the **front** of the book. Tell them this is the **title** – Here Comes Super Hammy - while pointing to it. Show them the **back** of the book.
- Read the story aloud.
- Read the story again leaving off the last word in each sentence and pointing out that the students can use the **picture** to help them figure out what the missing word is.
- Go back to the beginning of the story. Show the children **where we start reading** by pointing to the first letter of the first word in the sentence.
- Show them where we stop reading by pointing to the last word in the sentence.
- Tell them that the dot at the end of the sentence is a **period** and it means, “stop”. This is where we stop reading.
- Re-read the sentence placing your **finger under each word as you read** to the end of the sentence.
- Show the students the word “**is**” in the book. Tell them the letters – i and s make the word “is”. Write the word on chart paper or the whiteboard.
- Read the sentence again, emphasizing “is”. Turn the page and ask a student to find the word “is”. Do this for the remaining pages.

- Write the word “is” on the whiteboard. Place the magnetic letters to the side in a random order. Show the students how to make the word directly under the printed word using the magnetic letters.
- Run your finger under the word left to right while saying the word.
- Invite students to come up and do the same. Each time, ask them to run their finger left to right under their word while reading it out loud.

Written response:

- In a small group, provide each student with an “is” worksheet and several sets of the magnetic letters i and s.
- On the left-hand side, ask the students to make the word “is” with the magnetic letters. Then on the right-hand side, ask them to print the word.
- Remind them to run their finger **left to right** under the word while reading it out loud.

Extension:

- When reading other books, take the opportunity to point out the word “is”. Ask students to find “is” on a page of a book, or in a poem or song on a chart.
- Add the word “is” to the word wall.

SUPER HAMMY – MY FIRST READING SERIES

Super Hammy and His Car

Key concepts:

- Concepts About Print (where to start reading, left to right, 1-to-1 matching, period)
- Reading Strategies (sound/symbol relationship, pictures, oral language structure)
- Sight word - **can**

Materials Needed:

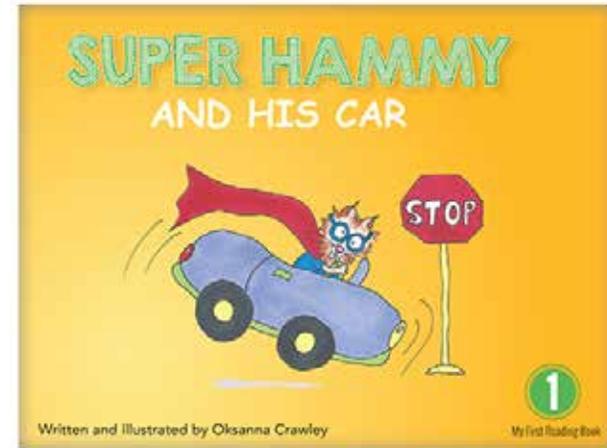
- *Super Hammy and His Car*
- Whiteboard
- Several sets of magnetic letters for the word “can”
- “can” worksheet
- Pencils or markers

Curriculum Expectations:

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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

DLMB 4.5/11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words,



spaces between words, and sentences; understand that printed materials contain messages

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(s)

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 4.5/18.2 explore and extend patterns (e.g., fill in missing elements of a repeating pattern) using a variety of materials (e.g., beads, shapes, words in a poem, beat and rhythm in music, objects from the natural world)

ACTIVITIES

Read-aloud and shared reading:

- Ask the students what is on the cover. What do they think the story will be about? Does anyone know what the sign says? (Stop)
- Point to and say the title while running your finger left to right under the words.
- Take a picture walk through the book without reading it. Ask the students what Super Hammy can do with the car.
- Open the book to the first page and ask a student to come up and point to **where we would start reading**.
- Ask another student to come up and show which way we go from there. (**left to right**)
- Review what the dot or period means at the end of the sentence.
- Read the story. Point under each word as you read.
- Re-read the story asking students to fill in the missing word by looking at the pictures for help. For example, "I can_____my car." (park)
- As well as looking at the picture for support, **point to the first letter of the word and say its sound as a hint**. For example, "I can p-_____my car. "
- This encourages students to use two different reading strategies at the same time.
- Show the students the word "**can**" in the book. Turn the pages and ask different students to point to the word "can".

- Write "can" on the whiteboard while saying the letters. Place the magnetic letters to the side in a random order. Show the students how to make the word directly under the printed word using the magnetic letters.
- Run your finger under the word left to right while saying the word.
- Invite students to come up and do the same. Each time, ask them to run their finger **left to right** under their word while reading it out loud.

Written response:

- In a small group, provide each student with a "can" worksheet and several sets of the magnetic letters c, a, and n.
- On the left-hand side, ask the students to make the word "can" with the magnetic letters. Then on the right-hand side, ask them to print the word.
- Remind them to run their finger left to right under the word while reading it out loud.

Extension:

- When reading other books, or chart poems and songs, take the opportunity to point out the word "can". Ask students to find "can" on a page.
- Add the word "can" to the word wall.

LESSON PLANS FOR SUPER HAMMY – MY FIRST READING SERIES

Super Hammy Loves Cheese

Developed by Oksanna Crawley, OCT

Key Concepts:

- Concepts About Print (boldface, left to right, 1-to-1 matching)
- Reading Strategies (picture, oral language structure, predicting)
- Sight Word - **red**

Materials Needed:

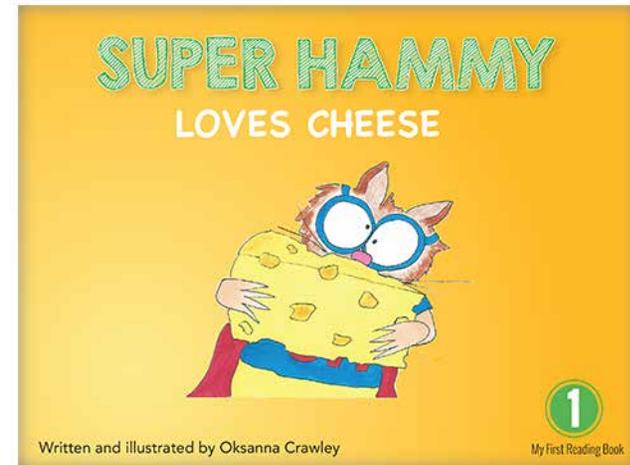
- Super Hammy Loves Cheese
- Several sets of magnetic letters for the word “red”
- “red” worksheet
- Pencils or markers
- Colour word cards – red, blue, green, yellow, pink, orange, purple

Curriculum Expectations:

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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

DLMB 4.5/11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)



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DLMB 4.5/18.2 explore and extend patterns (e.g., fill in missing elements of a repeating pattern) using a variety of materials

(e.g., beads, shapes, words in a poem, beat and rhythm in music, objects from the natural world)

ACTIVITIES

Read-aloud and shared reading:

- Ask the students what is on the cover. Ask them to **predict** what the story will be about.
- Point to and say the title while running your finger **left to right** under the words.
- Take a picture walk through the book without reading it. Ask about the colours of the cheeses.
- Open the book to the first page and ask a student to come up and point to **where we would start reading**.
- Ask another student to come up and show which way we go from there, which way do we read. (left to right)
- Review what a period is.
- Read Super Hammy Loves Cheese all the way through without stopping.
- Point under each word as you read it.
- While reading the last page, emphasize the word "**my**" in **boldface**. "This is **MY** cheese!"
- Point out the word "**MY**". Tell the students that these dark, black letters mean that you need to say the word in a big voice and demonstrate. Ask them to say the sentence with you.
- Ask the students which cheese they would prefer.
- Read the book again, this time asking students to complete the sentence. Pause after "This is..." and ask: What colour cheese is this? Point to the **picture**.
- Turn to the second page and point out the word "**red**". Say

the letters.

- Write "red" on the whiteboard while saying the letters. Place the magnetic letters to the side in a random order. Show the students how to make the word directly under the printed word using the magnetic letters.
- Run your finger under the word left to right while saying the word.
- Invite students to come up and do the same. Each time, ask them to run their finger left to right under their word while reading it out loud.

Written response:

- In a small group, provide each student with a "red" worksheet and several sets of the magnetic letters r, e, and d.
- On the left-hand side, ask the students to make the word "red" with the magnetic letters. Then on the right-hand side, ask them to print the word.
- Remind them to run their finger **left to right** under the word while reading it out loud.

Extension:

- Add the word "red" to the word wall.
- At the literacy centre, provide word cards of the colour words in the book – yellow, red, orange, blue, purple, pink, green – and magnetic letters for these words. Invite students to make the words under the word card. You can provide one set of colour word cards with the word written in its respective colour, and one set of colour word cards written in black.
- Invite the students to write the words after making them with magnetic letters.
- Add more colour words to the word wall.

LESSON PLANS FOR SUPER HAMMY – MY FIRST READING SERIES

Super Hammy's Birthday Party

Developed by Oksanna Crawley, OCT

Key Concepts:

- Concepts About Print (exclamation mark, title)
- Making Connections
- Reading Strategies (pictures, oral language structure, predicting, visual information – sound/symbol relationship)
- Sight Word - **The**

Materials Needed:

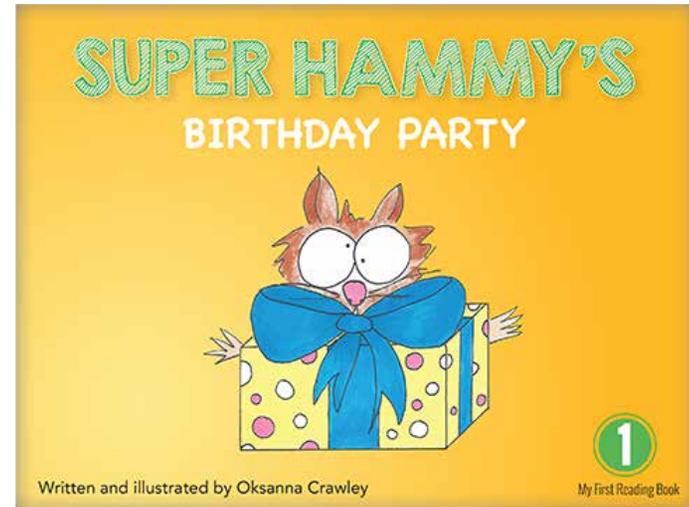
- *Super Hammy's Birthday Party*
- Several sets of magnetic letters for the word "The"
- "The" worksheets
- Pencils or markers

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 4.5/9.1 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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

DLMB 4.5/11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)

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(s)

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 4.5/18.2 explore and extend patterns (e.g., fill in missing elements of a repeating pattern) using a variety of materials (e.g., beads, shapes, words in a poem, beat and rhythm in music, objects from the natural world)

ACTIVITIES

Read-aloud and shared reading:

- Begin with a discussion about birthday parties. Ask students what they've done at their parties, what they've eaten, which games they've played.
- Introduce the book. Point to and say the **title** while running your finger left to right under the words.
- Ask the students what is on the cover. Ask them to **predict** what the story will be about? What kind of cake do they think Super Hammy might like?
- Take a picture walk through the book without reading it, briefly discussing each picture.
- Read the story without stopping.
- Point out the **exclamation** marks on pages 14 and 16. Tell students that the exclamation or "excited" mark means

we say that sentence in an excited way. Demonstrate for the students and ask them to read the sentences with excitement. "The cheesecake is here!" and "Happy birthday, Super Hammy!"

- Re-read the story, this time asking students to fill in the missing word by looking at the **pictures** for help. For example, "The_____is here." (present)
- If someone says "gift" instead of "present" use this as an opportunity to point out that the first letter of the word is "p" which makes a /p/ sound. Say it could be "gift" but it's a word that starts with /p/. What's another word for "gift" that starts with /p/? This encourages students to use two different reading strategies at the same time. They're looking at the **picture for meaning**, and at the **first letter of the word** and thinking of its **sound**.
- Show the students the word "**The**" in the book. Turn the pages and ask different students to point to the word "The".
- Write "The" on the whiteboard while saying the letters. Make sure you use a capital "T" just as in the book. Place the magnetic letters to the side in a random order. Show the students how to make the word directly under the printed word using the magnetic letters.
- Run your finger under the word left to right while saying the word.
- Invite students to come up and do the same. Each time, ask them to run their finger **left to right** under their word while reading it out loud.
- Point out the word in the book again. Tell the students that this "The" starts with a capital or uppercase "T". Using magnetic letters, make "The".
- Tell the students that the word can start with a lower case or little "t", too. Make the word "**the**" under "**The**". Read both words running your finger from left to right under them. Tell them it's the same word. They both say "the". When reading,

some students might not recognize that “The” and “the” are the same word.

- Teaching the sight word “The” with a capital is very important because many sentences start with that word.

Written response:

- In a small group, provide each student with a “The” worksheet and several sets of the magnetic letters T, h, e.
- On the left-hand side, ask the students to make the word “The” with the magnetic letters. Then on the right-hand side, ask them to print the word.
- Remind them to run their finger **left to right** under the word while reading it out loud.

Extension:

- Add the word “The” and “the” to the word wall.
- Provide interesting pointers and ask students to point out the words on poems and songs posted around the classroom.
- Provide birthday party props for the house centre or block centre.

SUPER HAMMY – MY FIRST READING SERIES

*Super Hammy and the Slippery Soap***Key Concepts:**

- Concepts About Print (where to start, left to right)
- Making Connections
- Reading Strategies (predicting, pictures, oral language structure, meaning)
- Sight Word - **Here**

Materials Needed:

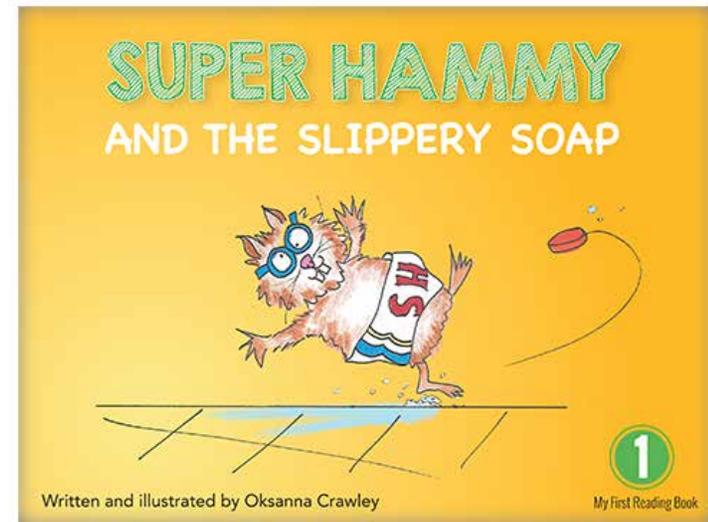
- *Super Hammy and the Slippery Soap*
- Several sets of magnetic letters for the word “Here”
- “Here” worksheet
- Pencils or markers

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 4.5/9.1 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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

DLMB 4.5/11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)

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(s)

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 4.5/18.2 explore and extend patterns (e.g., fill in missing elements of a repeating pattern) using a variety of materials (e.g., beads, shapes, words in a poem, beat and rhythm in music, objects from the natural world)

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:

- Ask the students what is on the cover. Ask them to predict what the story will be about.
- Point to and say the title while running your finger left to right under the words.
- Ask the students about their bath time. What do they use to wash? Do they play with toys?
- Take a picture walk through the book without reading it. Briefly discuss the pictures.
- Open the book to the first page and ask a student to come

up and point to **where we would start reading**.

- Ask another student to come up and show which way we go from there. (**left to right**)
- Read the story.
- Re-read the story asking students to fill in the missing word by looking at the pictures for help. For example, "Here is my_____." (shampoo)
- If a student looks at the picture and says "bottle" instead of "shampoo" you might ask: What do we use to wash our hair? This encourages the use of another meaning strategy in addition to using pictures to gain meaning.
- Show the students the word "**Here**" in the book. Turn the pages and ask different students to point to the word "Here".
- Write "Here" on the whiteboard while saying the letters. Place the magnetic letters to the side in a random order. Show the students how to make the word directly under the printed word using the magnetic letters.
- Run your finger under the word left to right while saying the word.
- Invite students to come up and do the same. Each time, ask them to run their finger left to right under their word while reading it out loud.
- Point out the word "Here" in the book again. Tell the students that this "Here" starts with a capital or uppercase "H". Using magnetic letters, make "Here".
- Tell the students that the word can start with a lower case or little "h", too. Make the word "**here**" under "**Here**". Read both words running your finger from left to right under them. Tell them it's the same word. They both say "here".
- Teaching the sight word "Here" with a capital is very important because many sentences start with that word.

Written response:

- In a small group, provide each student with a “Here” worksheet and several sets of the magnetic letters H, e, and r.
- On the left-hand side, ask the students to make the word “Here” with the magnetic letters. Then on the right-hand side, ask them to print the word.
- Remind them to run their finger **left to right** under the word while reading it out loud.

Extension:

- Add the word “Here” and “here” to the word wall.
- Provide interesting pointers and ask students to point out the words on poems and songs posted around the classroom.
- Provide bath time props for the house or block centre.

SUPER HAMMY – MY FIRST READING SERIES

Super Hammy and the Big Fish

Key Concepts:

- Concepts About Print (cover, left to right, 1-to-1 matching)
- Making Connections
- Reading Strategies (pictures, oral language structure, predicting)
- Sight Word - **can**
- Onset and Rhyme

Materials Needed:

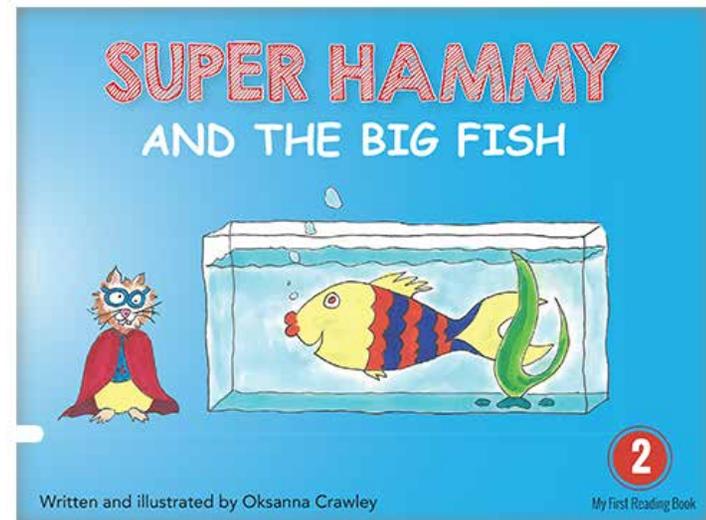
- *Super Hammy and the Big Fish*
- Several sets of magnetic letters for the word “can”
- Several sets of the letters b, D, f, m, p, r, t and v.

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 4.5/9.1 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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

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ACTIVITIES

Read-aloud and shared reading:

- Ask the students what is on the cover. What do they think the story will be about? Ask the students about their pets.
- Point to and say the title while running your finger **left to right** under the words.
- Take a picture walk through the book without reading it. Briefly discuss what is happening in each picture.
- Read the story. Point **under each word** as you read.
- Re-read the story asking students to fill in the missing word by looking at the **pictures** for help. For example: I can see a _____. (window)
- Show the students the word “can” in the book. Make the word on the whiteboard with magnetic letters.
- Tell them that we can break the word into two parts like this: /k/ - an.
- Say the /k/ sound and then say “-an”. Pull the two parts apart with your fingers. You are separating the **onset** from the

rhyme.

- Make the word again – “can”.
- Say “can” while running your finger under the word from left to right.
- Tell the students that we can make a new word by changing the first letter. Change the “c” to a “p” and say: This is “pan”. Change it back to “can”. Say the word.
- Change the “c” to an “m”.
- Say: “M” makes an /m/ sound. If I say /m/ -an, what word am I saying? Can, pan, /m/-?
- Try this with the letters b, D, f, t, and v.

Written response:

- Provide multiple sets of cards with the individual letters b, c, D, f, m, p, r, t and v, and several cards with -an.
[b] [D] [m] [r] [v] [c] [f] [p] [t] [an]
- Invite students to make the words, *can, ban, Dan, F, man, pan, ran, tan, and van*, using the cards by changing the first letter. Ask them to read the words.
- List the words on a chart next to the work centre so students may refer to it if need be.
- Provide paper and pencils or markers for the children to print the words, too.

SUPER HAMMY – MY FIRST READING SERIES

Super Hammy is Cooking

Key Concepts:

- Concepts About Print (return sweep, title, where to start, left to right, period, 1-to-1 matching)
- Making Connections
- Reading (pictures, oral language structure, predicting)
- Sight Word - **Look**

Materials Needed:

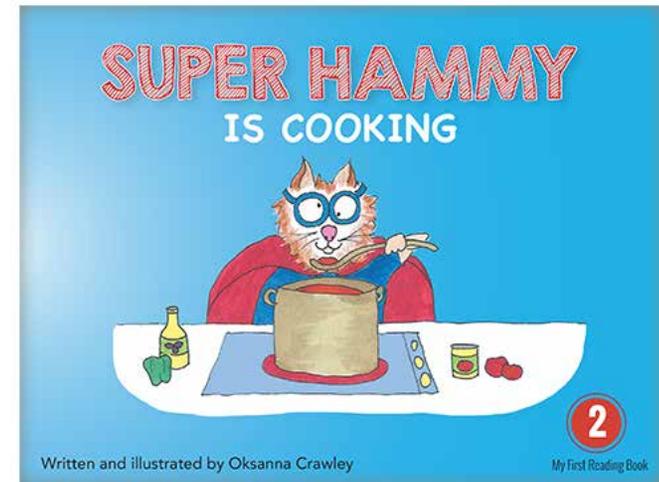
- *Super Hammy is Cooking*
- Several sets of magnetic letters for the word “Look”
- “Look” worksheet
- Pencils or markers
- Big pot, play food

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 4.5/9.1 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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

DLMB 4.5/11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)

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(s)

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/ 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)

Read-aloud and shared reading:

- Ask the students what is on the **cover**. Ask them to **predict** what the story will be about. Do they like to help their parents cook? What do they like to eat?
- Point to and say the **title** while running your finger left to right under the words.
- Take a picture walk through the book without reading it.
- Open the book to the first page and ask a student to come up and point to **where we would start reading**.
- Ask another student to come up and show which way we go from there. (**left to right**)
- Review what a period means.
- Running your finger under each word from left to right, read the first sentence and stop at the period. Then ask where we go from here. Where do we continue reading?

- Show the students how to go back to the beginning of the second sentence and continue reading from left to right. (return sweep)
- Read Super Hammy is Cooking all the way through without stopping.
- **Point under each word** as you read it and exaggerate the return sweep.
- Read it again. This time pausing and allowing the students to fill in the missing words by looking at the picture for help. I am_____.
- Turn to the first page and point out the word "Look". Say the letters.
- Turn the pages, and ask students to come up to point at the word "Look".
- Write "Look" on the whiteboard while saying the letters. Place the magnetic letters to the side in a random order. Show the students how to make the word directly under the printed word using the magnetic letters.
- Run your finger under the word left to right while saying the word.
- Invite students to come up and do the same. Each time, ask them to run their finger left to right under their word while reading it out loud.

Written response:

- In a small group, provide each student with a "**Look**" worksheet and several sets of the magnetic letters L, o, and k.
- On the left-hand side, ask the students to make the word "Look" using the magnetic letters. Then on the right-hand side, ask them to print the word.
- Remind them to run their finger **left to right** under the word while reading it out loud.
- Make sure to use an uppercase "L". It's important to teach

“Look” with a capital “L” because many sentences begin with this sight word.

Extension:

- Place a big pot and play food in the house centre.
- Add the word “Look” to the word wall.

SUPER HAMMY – MY FIRST READING SERIES

*Super Hammy Washes His Clothes***Key Concepts:**

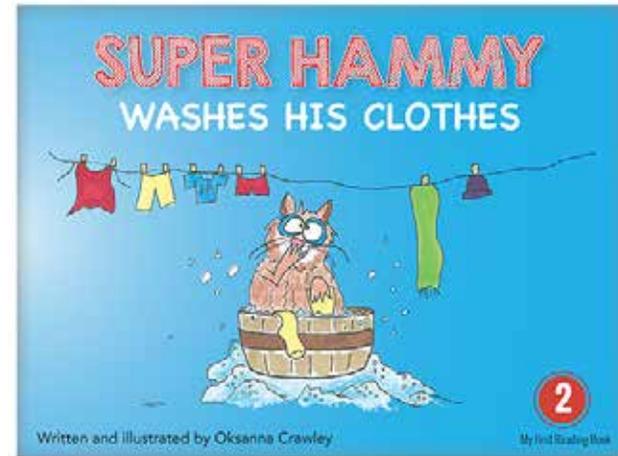
- Phonemic awareness (clapping syllables)
- Concepts About Print (return sweep, where to start, left to right, period)
- Reading (pictures, oral language structure, predicting)
- Making connections
- Sight Word - **am**

Materials Needed:

- *Super Hammy Washes His Clothes*
- Several sets of magnetic letters for the word “am”
- “am” worksheet
- Pencils or markers
- Large, plastic tub
- A red cape, blue t-shirt, yellow pants, red shorts, purple hat, green scarf, yellow socks, green underwear
- A clothes line with clothes pins

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 4.5/9.1 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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

DLMB 4.5/11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)

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(s)

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/ 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)

Read-aloud and shared reading:

- Ask the students what is on the cover. What do they think the story will be about? How do they wash the clothes in their family?
- Point to and say the title while running your finger left to right under the words.
- Tell the students that you are going to **clap how many parts there are** in each of the words of the title. Clap twice for Super. Ask the students to do it with you. Do the same for the rest of the words in the title.
- Take a picture walk through the book without reading it.

Discuss each picture briefly.

- Open the book to the first page and ask a student to come up and point to **where we would start reading**.
- Ask another student to come up and show which way we go from there. (**left to right**)
- Ask students where we continue to read after we come to the end of the first line.
- Demonstrate by running your finger under each word from left to right and when you come to the end of the line, sweep your finger back to the first word of the second line and continue reading to the period. (**return sweep**)
- Review what a **period** means.
- Read Super Hammy Washes His Clothes all the way through without stopping.
- Point under each word as you read it and exaggerate the **return sweep**.
- Read it again. This time pausing and allowing the students to fill in the missing words by looking at the **picture** for help. I am washing my_____.
- Turn to the first page and point out the word "**am**". Say the letters.
- Turn the pages, and ask students to come up to point at the word "am".
- Write "am" on the whiteboard while saying the letters. Place the magnetic letters to the side in a random order. Show the students how to make the word directly under the printed word using the magnetic letters.
- Run your finger under the word left to right while saying the word.
- Invite students to come up and do the same. Each time, ask them to run their finger **left to right** under their word while reading it out loud.

Written response:

- In a small group, provide each student with an “am” worksheet and several sets of the magnetic letters a and m.
- On the left-hand side, ask the students to make the word “am” with the magnetic letters. Then on the right-hand side, ask them to print the word.
- Remind them to run their finger left to right under the word while reading it out loud.

Extension:

- Add “am” to the word wall.
- Place various clothing items in the house centre along with a large plastic tub. Make a small clothesline with clothes pins along a wall or under a whiteboard ledge.
- **Clap the syllables** in each child's name any time you bring the whole class together.

SUPER HAMMY – MY FIRST READING SERIES

*Super Hammy and Little Mouse Go***Key Concepts:**

- Concepts About Print (left to right, 1-to-1 matching)
- Making Connections
- Reading Strategies (pictures, oral language structure, predicting)
- Sight Word - **go**

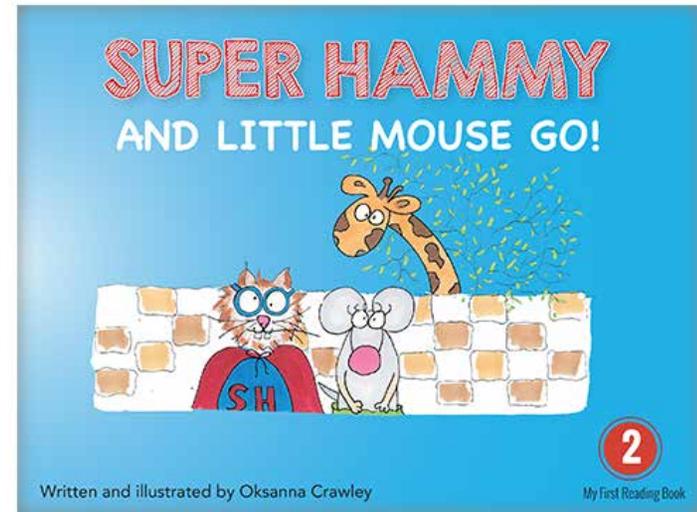
Materials Needed:

- *Super Hammy and Little Mouse Go*
- Several sets of magnetic letters to make the word “go”,
- “go” worksheet,
- Pencils or markers,
- Firefighter and police officer hats, toy medical kit, pad and pencil, cash register and play food
- Pictures of people in the community such as firefighters, police officers, doctors, librarians, store clerks, zookeepers

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 4.5/9.1 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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

DLMB 4.5/11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)

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(s)

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 4.5/28.1 recognize people in their community and talk about what they do (e.g., farmer, park ranger, police officer, nurse, Indigenous healer, store clerk, engineer, baker)

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:

- Ask the students what is on the cover. Ask them to **predict** what the story will be about.
- Point to and say the title while running your finger **left to right** under the words.
- Ask the students where they like to go with their parents.
- Take a picture walk through the book without reading it.

Briefly discuss what is happening in each picture.

- Ask the students if anyone has been to the hospital and what happened.
- Read the story without stopping. **Point under each word as you read.**
- Re-read the story asking students to fill in the missing word by looking at the pictures for help. For example, “We go to the _____.” (library)
- Then, write one of the sentences from the book on the whiteboard or on chart paper leaving a blank for the definite article “the” like this: We go to_____library.
- Ask the students which word would fit.
- Could we say: We go to *run* library? No! It's silly.
- Could we say: We go to *quickly* library? No! It doesn't sound right and it doesn't make sense. What word would fit?
- The students might suggest: *a, the, my, your, our*. Yes! We go to our library. We can say it like that! It sounds right and makes sense.
- Students are using their knowledge of oral language sentence structure to find the right word and cross-checking for meaning by asking if it makes sense.
- Another day, do the same with another sentence but leave out a different part of speech like this: We_____to the fire station.
- Ask what word would fit? Could we say: We *ice cream* to the fire station? No!
- Could we say: We *green* to the fire station? No, it doesn't make sense and it doesn't sound right.
- What can we say? We *run* to the fire station. We *drive* to the fire station. Yes, it sounds right and it makes sense.
- Talk about the various people such as fire fighters, librarians,

zookeepers, doctors and nurses who work in the community.

Response through dramatic play:

- Place props such as hats for firefighters and police officers, a toy medical kit, a pad and pencil for “prescriptions”, a cash register and play food in the house centre or block centre.

Extension:

- Introduce the sight word “**go**”.
- Show the students the word “go” in the book. Turn the pages and ask different students to point to the word “go”.
- Write “go” on the whiteboard while saying the letters. Place the magnetic letters to the side in a random order. Show the students how to make the word directly under the printed word using the magnetic letters.
- Run your finger under the word **left to right** while saying the word.
- Invite students to come up and do the same. Each time, ask them to run their finger left to right under their word while reading it out loud.

Written response:

- In a small group, provide each student with a “go” worksheet and several sets of the magnetic letters g and o.
- On the left-hand side, ask the students to make the word “go” with the magnetic letters. Then on the right-hand side, ask them to print the word.
- Remind them to run their finger left to right under the word while reading it out loud.
- Add the sight word “go” to the word wall.

SUPER HAMMY – MY FIRST READING SERIES

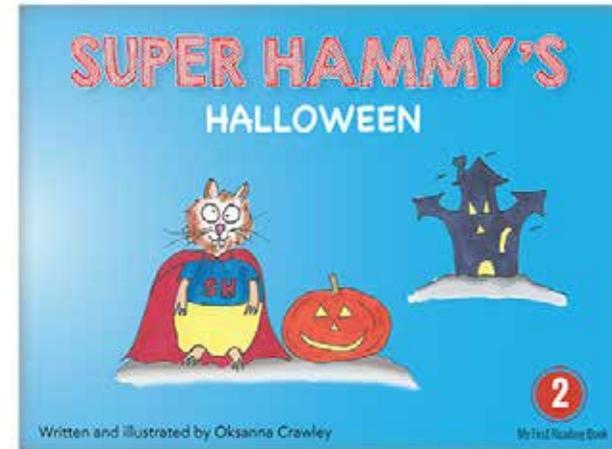
Super Hammy's Halloween

Key Concepts:

- Concepts About Print (1-to-1 matching, concept of word, concept of letter, spaces between words)
- Making Connections
- Reading strategies (predicting,

Materials Needed:

- *Super Hammy's Halloween*
- Paper, pencils, markers, crayons
- Pictures of different Halloween costumes
- Various Hallowe'en costumes, toy spiders



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 4.5/9.1 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 4.5/10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

DLMB 4.5/11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., start at the beginning of the book; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages)

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(s)

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:

- Ask the students what is on the cover. What do they **predict** the story will be about?
- Point to and say the title while running your finger left to right under the words.
- Discuss Hallowe'en. What happens at Hallowe'en? What costume will you wear or did you wear? Does anything frighten you at Hallowe'en?
- Read Super Hammy's Hallowe'en while **pointing under each word with your finger**. Ask students if they are afraid of spiders?
- Turn to the first page and ask how many words are there on this page? Let's count them. Use your finger to **count the words**. Turn to the next page and do the same. On the next page, ask one of the students to come up to count the words.
- Tell the students that you are writing the first sentence on the whiteboard or on chart paper. Count the words with the students. Ask a student to come up to count them.
- Tell them that each one of those is a word. Show them how to **"hug" a word** with one index finger on each side of the word.
- Tell them that there are **spaces** between the words. Show them. This makes it easier to read.

- Using magnetic letters, make one of the student's names on the whiteboard. Ask whose name it is? Tell them that this is a word, too. It's made of letters. Show them that when the letters are together in this way, they make a word. Pull the letters apart and tell them that now they're just letters, not a word. Put the letters back to make the name. Now it's a word again.

Written response:

- Ask the students to draw a picture of themselves dressed up for Hallowe'en.
- Ask them to write a sentence underneath the picture. If needed, provide support for them to copy – I am a_____. Ask them to write the sounds they hear. Count the words.

Extension:

- Place various Halloween costumes and toy spiders in the block centre or house centre.

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:

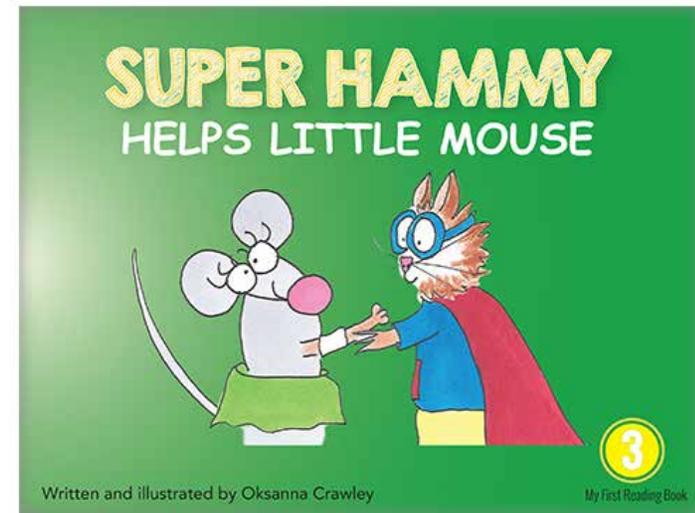
- *Super Hammy Helps Little Mouse*
- Toy doctor's kit, elbow and kneepads, a helmet, pretend bandages, small, plastic containers
- Pads and pencils

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)

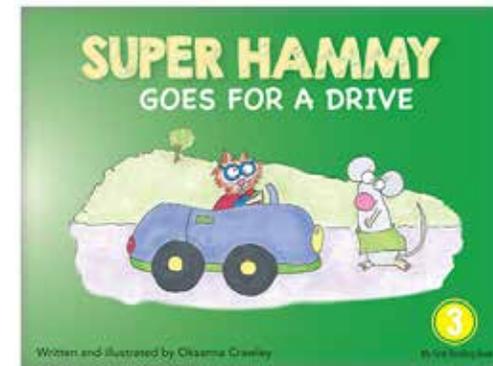
Materials Needed:

- *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
---	---	---

- 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:

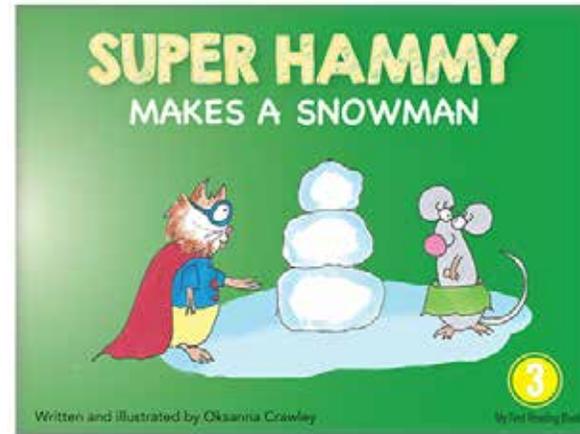
- *Super Hammy Makes a Snowman*
- Photocopy of the 8 pictures from the story
- Magnetic strips or sticky-tack to attach to the back of the 8 images
- Class set of photocopies of the 8 pictures
- Crayons, markers, scissors, stapler

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

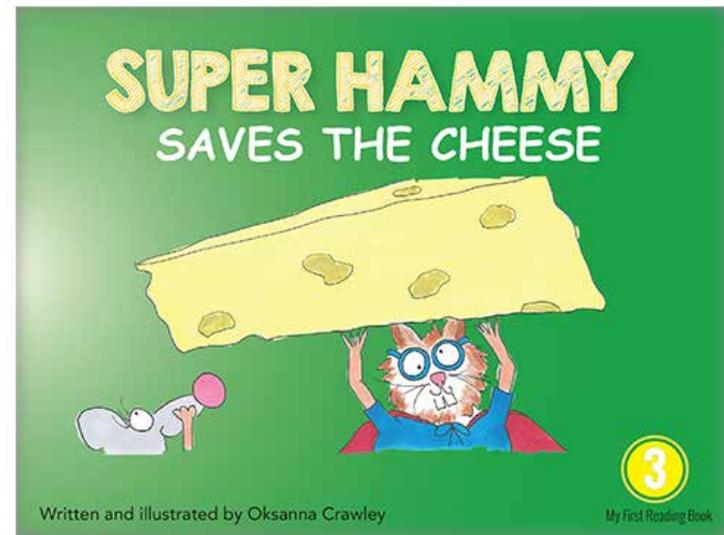
Materials Needed:

- *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:

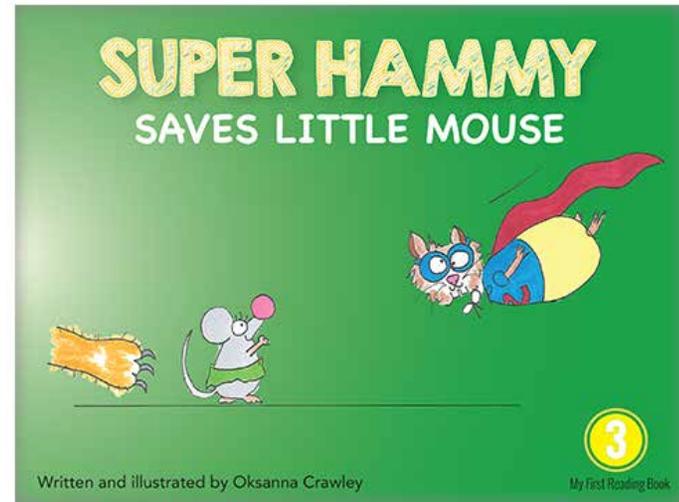
- *Super Hammy Saves Little Mouse*
- Props including a red cape or blanket, a green apron or scarf, a blue t-shirt

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.