

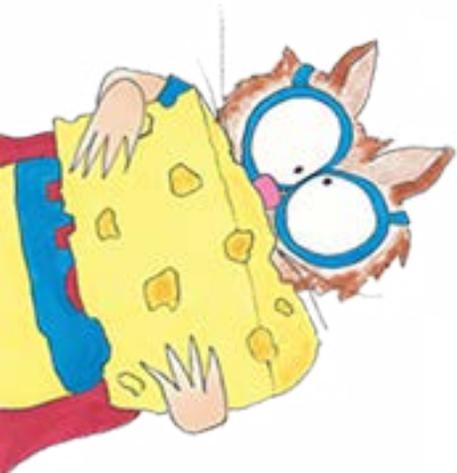
Super Hammy Lesson Plans

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

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:

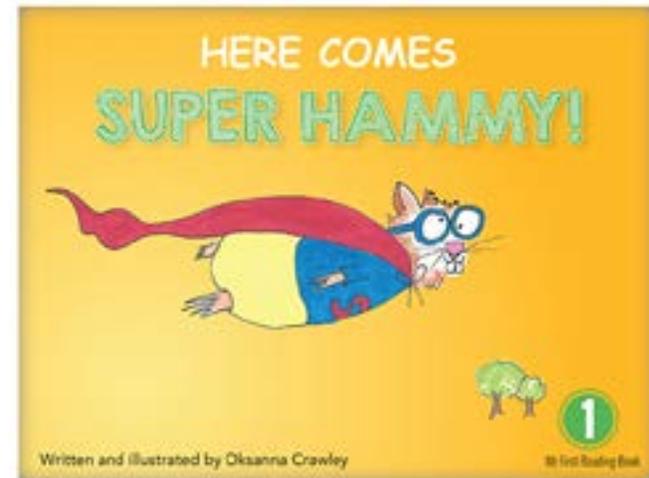
- *Here Comes Super Hammy*
- Whiteboard
- Several sets of magnetic letters to make the word "is"
- "is" worksheet
- Pencils or markers

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:

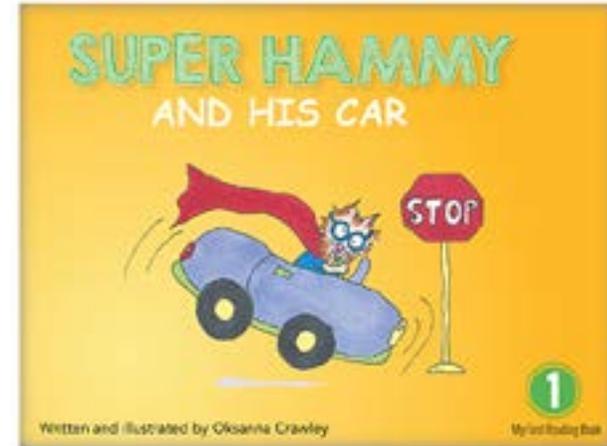
- *Super Hammy and His Car*
- Whiteboard
- Several sets of magnetic letters for the word “can”
- “can” worksheet
- Pencils or markers

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:

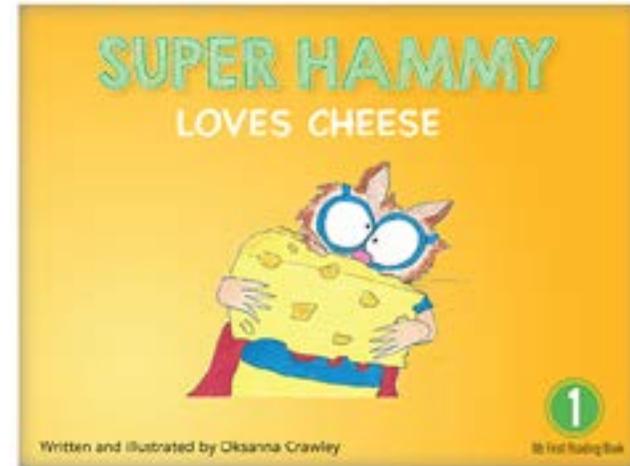
- Super Hammy Loves Cheese
- Several sets of magnetic letters for the word “red”
- “red” worksheet
- Pencils or markers
- Colour word cards – red, blue, green, yellow, pink, orange, purple

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)



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. 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:

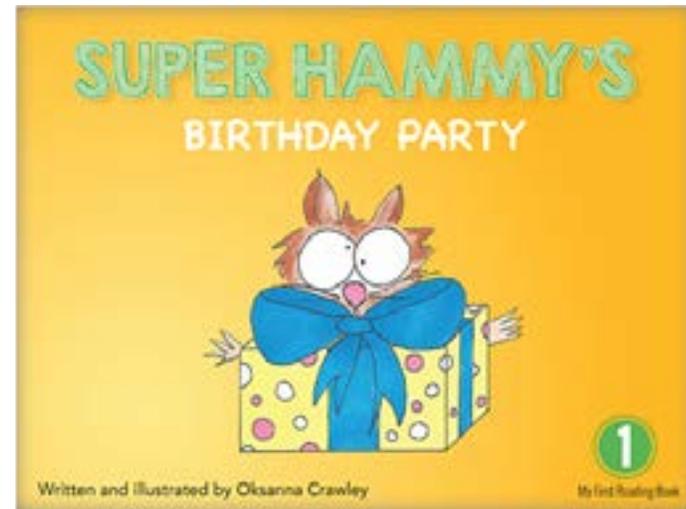
- *Super Hammy's Birthday Party*
- Several sets of magnetic letters for the word "The"
- "The" worksheets
- Pencils or markers

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:

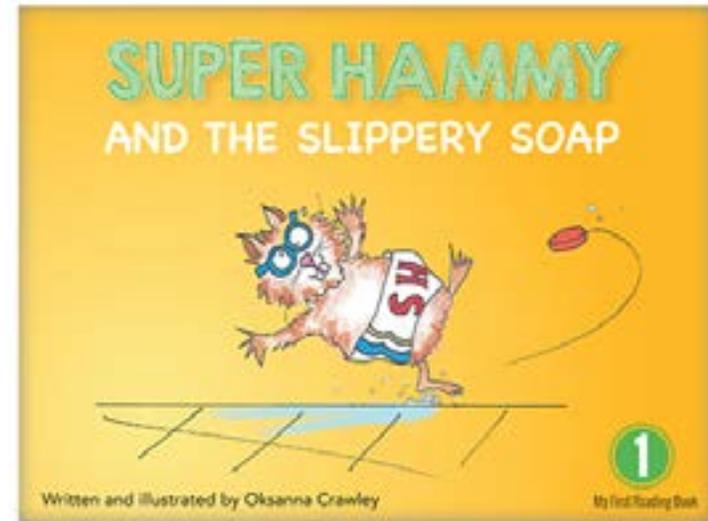
- *Super Hammy and the Slippery Soap*
- Several sets of magnetic letters for the word “Here”
- “Here” worksheet
- Pencils or markers

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**.

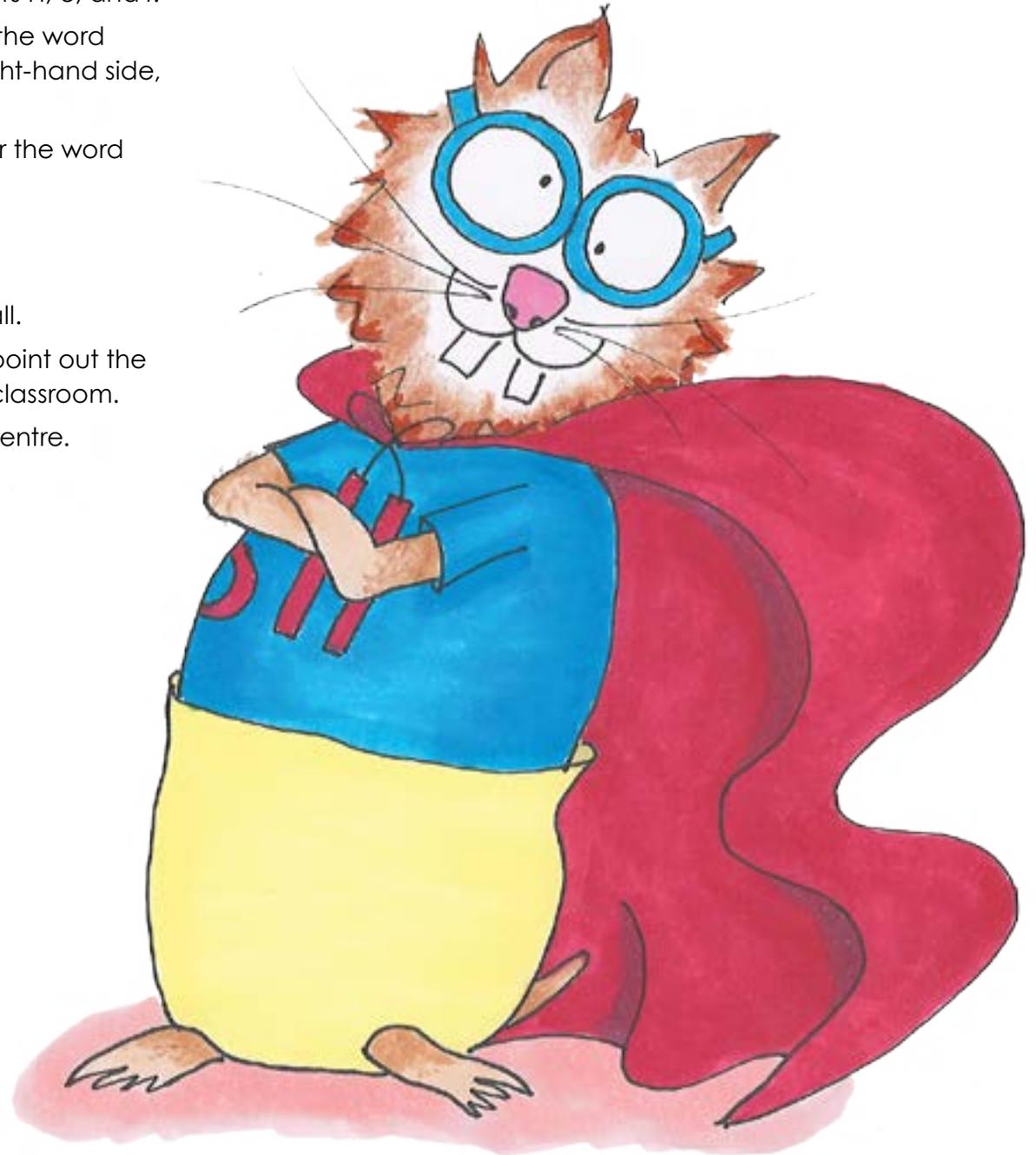
- Ask another student to come up and show which way we go from there. (**left to right**)
- Read the story.
- Re-read the story asking students to fill in the missing word by looking at the pictures for help. For example, "Here is my_____." (shampoo)
- If a student looks at the picture and says "bottle" 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.



is

Name: _____

	Make	Write
is		
is		
is		

can

Name: _____

	Make	Write
can		
can		
can		

red

Name: _____

	Make	Write
red		
red		
red		

The

Name: _____

	Make	Write
The		
The		
The		

Here

Name: _____

	Make	Write
Here		
Here		
Here		