

Super Hammy Lesson Plans

Developed by Oksanna Crawley, OCT

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

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

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



DC Canada Education Publishing

SUPER HAMMY – MY FIRST READING SERIES

Super Hammy 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:

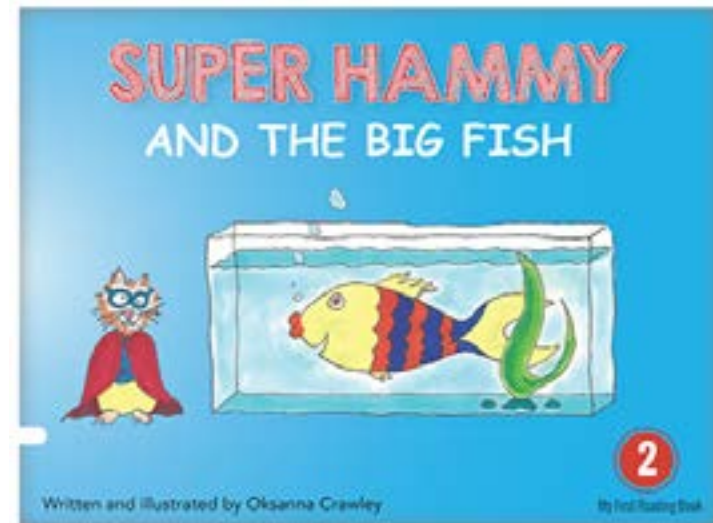
- *Super Hammy and the Big Fish*
- Several sets of magnetic letters for the word “can”
- Several sets of the letters b, D, f, m, p, r, t and v.

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

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)

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:

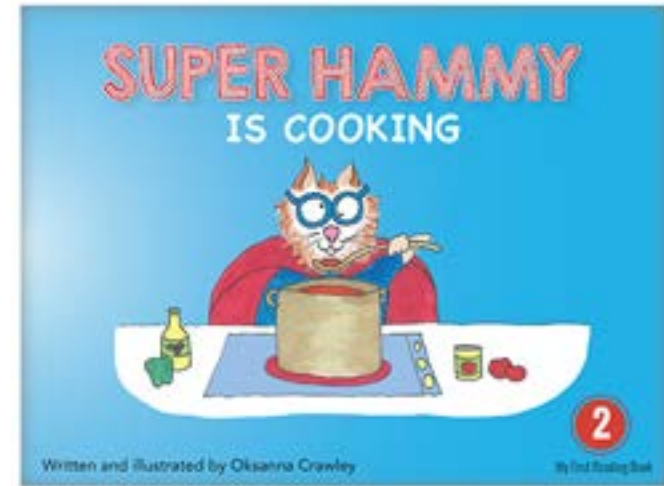
- *Super Hammy is Cooking*
- Several sets of magnetic letters for the word “Look”
- “Look” worksheet
- Pencils or markers
- Big pot, play food

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)

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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:**

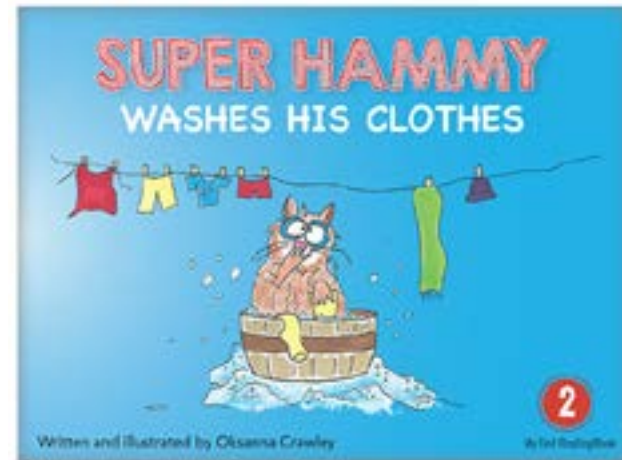
- Phonemic awareness (clapping syllables)
- Concepts About Print (return sweep, where to start, left to right, period)
- Reading (pictures, oral language structure, predicting)
- Making connections
- Sight Word - **am**

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

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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**

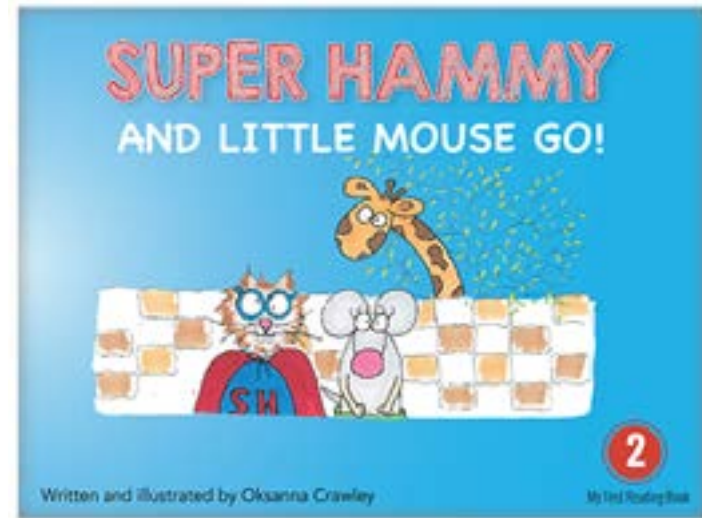
Materials Needed:

- *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:

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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

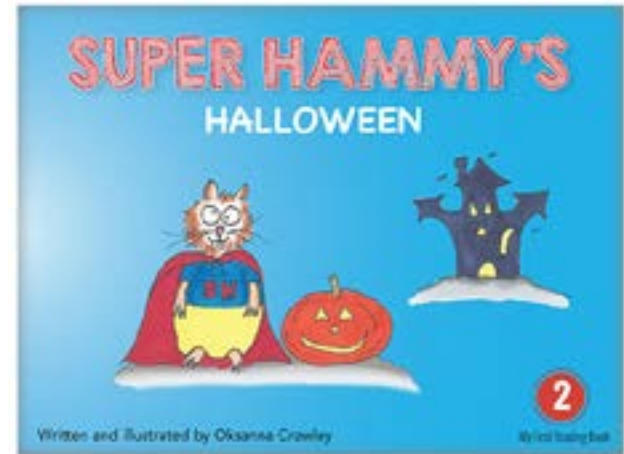
Super Hammy's Halloween

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:

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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.



Look

Name: _____

	Make	Write
Look		
Look		
Look		

am

Name: _____

	Make	Write
am		
am		
am		

go

Name: _____

	Make	Write
go		
go		
go		