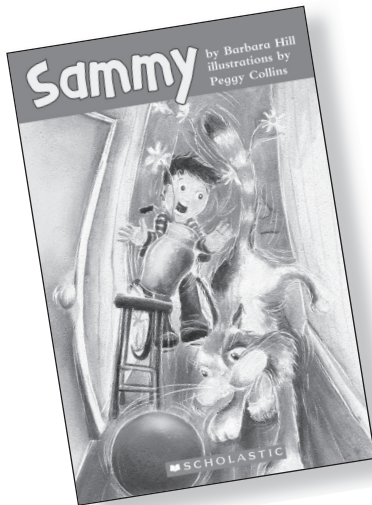


Sammy

Written by *Barbara Hill*

Illustrated by *Peggy Collins*



Text Type: Fiction: Description — Personal Account

Guided Reading Level: C

Summary: A boy and his mother follow the antics of Sammy, the boy's cat, with a mixture of amusement and trepidation.

Word Count: 50

High-frequency Words: *is, my, no, play, the, to*

Text Supports

- ▶ repetitive language pattern
- ▶ illustrations are highly supportive of text

Possible Text Challenges

- ▶ some sentences extend across two lines of text
- ▶ some unfamiliar words: *window, garbage, fur, Shhhh*
- ▶ exclamation marks
- ▶ quotation marks
- ▶ question mark

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to self

Working with Words

- ▶ using initial letters/letter sounds and picture cues to help figure out unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ track print and demonstrate understanding of print concepts, e.g., tracking print over two or three lines, word-by-word matching
- ▶ make inferences
- ▶ make text-to-self connections
- ▶ use initial letters/letter sounds, word patterns, and picture cues to figure out unfamiliar words

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

**Making connections:
text to self/predicting**

Activating and Building Prior Knowledge

Hold up your copy of the book and (tracking the print) read the title and the names of the author and illustrator. Ask, *Do any of you have a cat? What kinds of things does your cat like to do? Does your cat do anything that gets it into trouble?* Point to the front cover illustration and ask, *What kind of trouble do you think Sammy is getting into here? What do you think might happen next?*

ESL Note: Some students may be unfamiliar with the concept of having indoor pets. Discuss different kinds of animals people have as pets.

Inferring

Have a discussion about how you can tell how someone is feeling by their facial expression. Showing students the front and back covers, say, *Let's look at this picture to see if we can figure out how the boy feels about what Sammy's doing with the ball. What's his mom's opinion about Sammy rolling on the bed?*

Print concepts

Overcoming Text Challenges

Have students turn to page 6. Read the last line of text to them with expression. Ask students how they think you knew to read it like that. Say, *Yes, the exclamation mark told me that I should read it very forcefully. Are those the actual words that the boy said? How do you know?* Establish that they are the boy's actual words, and that the quotation marks indicate exactly what he says.

Tracking the print, read the back cover blurb to students and invite them to answer the author's question, *What does Sammy like to do?* Say, *Yes, we think that Sammy likes to roll on the bed.* You may wish to invite one or two students to read the back cover blurb after you, or you could read it again and have a student track the print. Ensure that students are aware that the second sentence continues onto the third line of text.

Teaching Tip: By asking students to answer the author's question, then verifying, *Yes, we think that Sammy likes to roll on the bed,* you have offered support by highlighting the "Sammy likes to..." refrain that occurs on every page in the book.

Inferring

Setting a Purpose

Tell students, *As you read about Sammy, I want you to think about how the boy and his mom are feeling when Sammy does things that get her into trouble.*



DURING READING

Give students a copy of the book and ask them to read independently. Listen to each student read, observing print tracking and word-solving behaviours. Provide prompts as needed, and give positive reinforcement whenever you note the use of effective strategies.

Note students' successful use of the reading strategies and any difficulties they encounter. If students finish before the others have completed the reading, ask them to go back and reread, then share with a partner one thing that the boy was feeling during the story and one thing that his mom was feeling.

Teaching Tip: It's important to hear every student read two or three pages to ensure that they are using effective reading strategies. Use the Reading Behaviours and Strategies Record Sheets in the Reading Guide to keep record of the strategies used by each student, track ongoing progress, and pinpoint areas that need individual or group follow-up attention.



AFTER READING

Inferring

Facilitate discussion about story events (using text and picture details) that highlight the way the boy and his mom feel when Sammy gets into trouble.

Making connections: text to self

Say, *Now that you've read about Sammy and the things she did, does it remind you of any other things that cats do? Do the cats you know do the same kinds of things Sammy does, or do they do some other things?*

Tracking print/word solving and building

Point out a good reader strategy you observed, e.g., *When you got to page 8 (track the print), I heard you read "Sammy likes to eat from the garbage can." Some of you carried on reading because what you read fit what was happening in the picture, but some of you noticed that you ran out of words on the page before you stopped reading, so you read the page again, carefully, and you read (track the print) "Sammy likes to eat garbage." Well done! Whenever you notice that you're running out of words on a page, it's a good idea to read that page again.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Rules for Sammy

Invite students to think of Sammy as their own cat. Say, *You and your family will be away for a few days, and a neighbour is going to stay at your house and look after Sammy. You're going to make a cut-and-paste chart for the things Sammy is allowed to do and things that Sammy is not allowed to do (show the BLM). Then share your chart with partner and explain why you think as you do.*

Pet Dragon Trouble

Say, *Imagine that you have a pet dragon at home. Think about all of the kinds of trouble that your dragon might get into when you're not watching, and think about how you can try to fix the problem. Draw a picture of your dragon getting into trouble, give your dragon a name, and write a story about your picture.*

Word Building

Using card, plastic, or magnetic letters, ask students to build the word *lick*. Say, *Take off the letter "l" and put a letter "p" at the beginning of the word. What does our new word say? Yes, it says pick. We will pick some berries. I want you to think of another word you can build that rhymes with "lick" and "pick."* Have students generate and build "ick" pattern words (e.g., "Mick," "nick," "Rick," "sick," "click," "tick," "stick," "brick"), giving prompts as needed, and ask students to verbalize each word in a sentence.



Home Links

Have students take home a reproducible version of this text. See www.lpey.ca.

Inferring/evaluating




Making connections: text to self




Word solving and building

Rules for Sammy

Name: _____

Sammy can	Sammy can not
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

 sit by the window  play with the ball  roll on my bed

 lick her fur  eat garbage  sleep on the chair

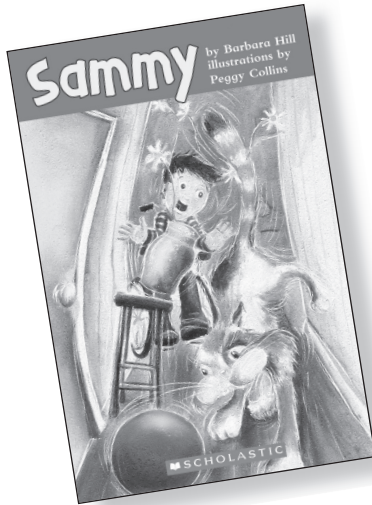
Sammy

Written by Barbara Hill

Illustrated by Peggy Collins

Text Type: Fiction: Description — Personal Account

Summary: A young boy and his mother follow the antics of Sammy, the boy's cat, with both amusement and trepidation.



For more information on Small-Group Shared Reading, see the Reading Guide for kindergarten.

Text Features

Print Concepts

- ▶ exclamation marks
- ▶ quotation marks
- ▶ question mark

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to self

Working with Words

- ▶ tracking print
- ▶ using initial letters/letter clusters/letter sounds and picture cues to help figure out unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ track print and demonstrate understanding of print concepts, e.g., starting on the first page, reading from left to right, sweeping down and left to the second line of print, reading left pages before right pages
- ▶ join in readily with familiar language pattern
- ▶ make inferences
- ▶ make text-to-self connections



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Ask, *Do any of you have a cat? Do any of you visit someone who has a cat? What kinds of things does the cat do? Does it do things that make you laugh? Does it do things that make you upset?* Allow some time for students to share their experiences of cat behaviour. If you have any experiences of your own that you think students will enjoy hearing about, contribute them.

Predicting/infering

Have students look at the front and back cover illustrations and say, *So, Sammy is the cat. It looks as though she might be getting into trouble here* (pointing to the front cover illustration). *What's happening here? What do you think will happen next? Why do you think so?* Pointing to the back cover blurb say, *The author is asking us a question* (tracking print as you read), *"What does Sammy like to do?" Right. Sammy likes to play with the ball and roll on the bed. I wonder what the boy and his mom think about Sammy when they see what she's doing—when they see her doing something that makes them smile, or when they see her doing something that upsets them. How does the boy feel about what Sammy's doing with the ball* (front cover)? *Why do you think so? What's the mom's opinion about Sammy rolling on the bed* (back cover)? *What makes you say that?"*

ESL Note:

Introduce verbs (sit, play, roll) and discuss how they can be used in a sentence.

Text features

Read the title and author. *The title of this book is Sammy, and the author is Barbara Hill. The person who drew the pictures is Peggy Collins.*

Inferring

Setting a Purpose

Tell students you're going to read the book together and say, *Let's read the book to find out how the boy and his mom feel about what Sammy likes to do.*



DURING READING

Tracking print/print concepts

Model print concepts as you get ready to read, e.g., *Let's start on the first page. Here's the first word on the page. Let's get ready to read together.*

Track the print on each page as you choral read with students. Pause on each page to first look at the picture—this reinforces the use of picture cues. Ask students where Sammy is and what she is doing. Say, *Where is Sammy now? What is she doing?*

Language predictability

Pause at challenging vocabulary and ask questions to explore meaning, e.g., *window.*

Building confidence

When you have read to the end of page 4, ask, *Did you notice what the author always says about Sammy? Right—she always says* (print tracking on pages 2 and 4) *"Sammy likes to..." Knowing that is going to help us to read the other pages in the book. Join in reading whenever you're ready.*

Teaching Tip:

Awareness of the author's use of a repeated refrain will prime expectations and encourage students to join in reading with increased confidence.



AFTER READING

Inferring

Say, *We read this book to discover how the boy and his mom feel about what Sammy likes to do. Tell me what you found out. Give prompts as needed, e.g., You think the boy gets upset when Sammy eats the garbage. Let's look at the page together, and you can tell us why you think so. How do you think the garbage ended up on the floor?*

Making connections: text to self

Say, *Now that you have read about Sammy and the things she did, does it remind you of any other things that cats do? Do the cats you know do the same kinds of things Sammy does, or do they do some other things? What kinds of trouble do they get into? What about other kinds of pets that you have read about? What kinds of trouble do they get into?*

Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Give students opportunities to develop print concepts and to practise tracking print. Note each student's ability to do one or more of the following:

- ▶ read from left to right across a page, with a downwards sweep to the left to read the second and subsequent lines of print
- ▶ one-to-one match when the text becomes more familiar
- ▶ use initial letters/letter clusters and sounds to read unfamiliar words
- ▶ recognize a few of the high-frequency words when the text becomes more familiar

Text features

Review the title, author, and illustrator, and have students locate the same information on the title page.

Print concepts

Review the function of the question mark on the back cover blurb, and of the quotation and exclamation marks on pages 6, 8, and 12. Model for students how to read sentences with question and exclamation marks, so that they can differentiate between them.

Focusing on Comprehension

Inferring

Ask students to locate instances in the book where Sammy isn't getting into trouble (e.g., pages 2–3 and 12). In pairs, have them talk about the boy's opinion of Sammy on those occasions. Also ask them to think about whether mom's opinion might be different from the boy's if she sees Sammy sleeping on the chair (page 12).

Letter knowledge

Word solving and building



Home Links

Have students take home a reproducible version of this text to read chorally with family members. See www.lpey.ca.

Evaluating

Making connections: text to self

Phonological and phonemic awareness

High-frequency words

Working with Words

Highlight (with Wikki Sticks or coloured acetate) all of the words in the book that begin with the letter “b” (e.g., *by, ball, bed*). Ask students to generate other words that begin with the letter “b,” and to verbalize each word in a sentence.

Select a word from the text (e.g., *like*) and demonstrate how, by changing the first letter, you can build another word that has the same “ike” word family pattern (e.g., *bike*). Ask students to verbalize and build words that adhere to the same word family pattern (e.g., *hike, Mike*). Select another word from the text (e.g., *cat*) and invite students to verbalize and build words in the “at” family (e.g., *bat, fat, hat, mat, sat, pat, rat*).

Rereadings

Provide opportunities for each student to reread the book with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

Opinions About Sammy

Ask, *Do you think Sammy is a good cat? Why or why not? Do you think the things Sammy does are a problem? Why or why not?*

My Pet...

Have students imagine that they have a pet (it could be a pet cat or dog, or an imaginary pet, like a dragon). Say, *Think about things your pet might do. What kind of trouble could your pet get into? Draw a picture of your pet getting into trouble, give your pet a name, and write a sentence about your picture.*

Word Building

Highlight the word *lick* (page 10), and invite students to verbalize words that belong to the same word family pattern (e.g., “Mick,” “Rick,” “sick,” “click,” “tick,” “stick,” “brick”), giving prompts as needed. Ask students to use each word orally in a sentence.

High-frequency Words

Students can practise building high-frequency words (*is, my, no, play, the, to*) and “Sammy action” words (*roll, lick, eat, sit, play, sleep*).

Teaching Tip: Encourage students to refer to the text if they need help building a word or for self-monitoring.