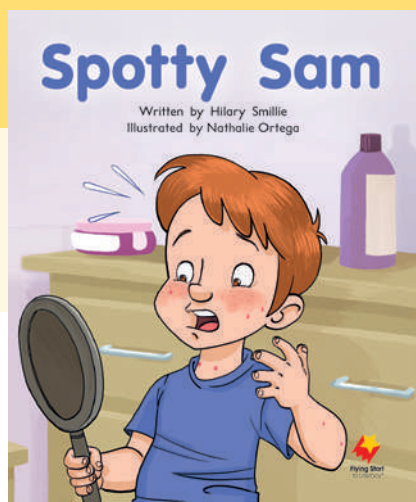
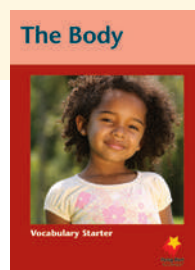


Lesson Plan



Shared Book



Vocabulary Starter

On Sunday, Sam found a spot on his chest. Each day, new spots appeared and by Tuesday Sam got such a fright ... TEN red spots had come overnight! Follow Sam's week as he battles the chickenpox and then gets better again.

Vocabulary

Oral vocabulary

cheek chest eyes hands itch knee neck sore spot/spotty

High-frequency words

a and be have I in on the to was

Phonemic awareness

- Rhyming words as in *hot/spot*

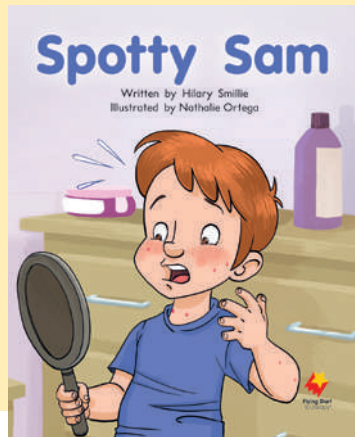
Phonics

- Identifying the /s/ sound as in *Spotty Sam*

Print concepts

- Understanding that a word is made up of a group of letters

Key concepts	Curriculum link
• Our body has different parts. • When we are sick our body reacts in a certain way.	• Health and Physical Education: The body



Introducing the book

Talk with the students about times when they have been sick. Ask: *How did you feel when you were sick? What happened to your body? How did you know you were better again?*

Say: *Sometimes when you get sick, you get a rash or some spots on your body.*

Show the front cover of the shared book *Spotty Sam*. Say: *This story is about a boy called Sam who gets sick. He knows he is getting sick because he starts to get spots on his body. This book is called Spotty Sam.*

First reading of the book

Read the book to the students with very few stops along the way. Read using rhythm and emphasise the rhyming words. Make your voice sound smooth and clear.

As you read, use a pointer to point to each word. This will reinforce the top-to-bottom, left-to-right directionality of the text on each page.

Before you read each page, pause for a moment to provide time for the students to look at the pictures.

Second reading of the book

Read the book a second time to the students. Encourage them to join in as you read. Say: *I am going to read this book again. This time I will leave out some words and I want you to help me by saying the words that I leave out.*

Read the book, pausing before the word you want the students to say to create an oral cloze activity. For example:

On Sunday, I was feeling hot.

*On my chest was **one** red _____.*

Where appropriate, invite the students to help you count the spots on Sam after reading the text on pages 2 and 3, 4 and 5, and 6 and 7.

After reading pages 10 and 11, ask students to go back to pages 2 and 3 and to find the date in each illustration up to pages 10 and 11. Ask: *What is the day and date today in the story? How do you know?* Ask a student to come to the front and point to the date in each picture.

Talking about the book

Invite students to respond to the book and to talk about their thinking.

Ask: *How did Sam know he was getting sick? How did Sam know he was getting better?*

Have you ever been sick like Sam? What did you do to get better?

The Body



ELL support

Encourage the students to name and talk about the body parts mentioned in the book. Use the *Flying Start to Literacy* Vocabulary Starter **The Body** to discuss different body parts. Show and talk about the labelled photographs.

Returning to the book

Return to the book on multiple occasions, inviting the students to join in. Encourage them to take increasing responsibility for reading the text to themselves. Select the focus for subsequent lessons based on your students' strengths and needs.

Phonemic awareness

Turn to pages 2 and 3. Say: *There are two words on this page that rhyme. This means they have the same sound at the end. Put your hand up when you hear these two rhyming words.* Read the text and emphasise *hot* and *spot*.

Write the words *hot* and *spot* on a chart. Say: *These are the two words that rhyme. Can you put a different sound at the start of the /ot/ to make another word that rhymes?* Model doing this to make words such as *got*, *lot*, *not*, *pot*. Repeat, with other rhyming words in the book such as *fright/overnight*, *cheek/week*, *see/knee*, etc.

Phonics

Show the front cover of *Spotty Sam*. Say: *The title of the book is Spotty Sam. Point to the words as you say them. Ask: What sound do you hear at the start of both of these words?*

Point to the letter "s". Say: *Both of these words start with the letter "s" and both of them have the /s/ sound at the beginning. Let's all say the title together – Spotty Sam.*

Talk about other words that begin with the letter "s" and start with the /s/ sound.

Extending oral language

Say: *Sam had one spot and then he got some more.* Draw a spot and write the word *spot* underneath. Add two more spots to the chart. Say: *How many spots do you see?* Say: *I need to show there is more than one spot, watch while I write the word spots. When there is more than one of something, we sometimes add "s" to the word.* Repeat with the word *bed*. Ask: *What letter do I need to add to show there is more than one bed?*

Fluency

On a large chart, draw a simple outline of a body. Say: *I am going to read the book. After I have read each page, we are going to put red spots onto the body outline.*

Read each double-page spread fluently. After reading, ask a student to put red sticky dots on the body outline. For example, after reading pages 2 and 3, put one spot onto the chest.

Print concepts

Turn to the front cover. Ask a student to point to the title. Say: *Let's read this together – Spotty Sam.* Use the title to reinforce the concept of a word being made up of a group of letters.

Ask: *How many words in the title?* Have a student circle each word with their finger.

Ask: *How many letters in the first word Spotty?* Have a student point to this word and count the letters in it.

Ask: *How many words in the second word Sam?* Have a student point to this word and count the letters in it.

Ask: *What is the first letter in the word Spotty?* Have a student circle this letter with their finger.

Writing – Modelled

On a large sheet of paper, model writing a sentence about Spotty Sam. Talk about your writing. For example, say: *I am going to write about Spotty Sam. I am going to write: Spotty Sam has two spots. The first word is Spotty. I know this word starts with the letter "s". Now I am going to write the word Sam. It has three letters in it – "s", "a" and "m".* Continue talking as you write the sentence. Read the finished sentence, pointing to each word: *Spotty Sam has two spots.*

Have students complete their own sentence about Spotty Sam using a sentence starter:

Spotty Sam has _____ spots.

Optional retelling activity

There is an optional retelling activity on the inside back cover of each shared book in the *Flying Start to Literacy* Shared Reading Collection. It is designed to help students remember what they have read. It helps them to focus on the main ideas, events, settings and characters to reinforce the students' comprehension.

Activity card

Sequencing *Spotty Sam*

You will need: a strip of paper, scissors, glue

Cut out the pictures. Paste the pictures onto a strip of paper in the order that they happened.



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