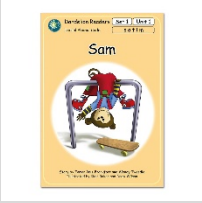


<b>TITLE</b>  	“Sam”
<b>SCHEME / LEVEL</b>	Phonics Books Dandelion Reader  Set 1 Unit 1 ( <b>F&amp;P L.A</b> )
<b>PHONICS</b>  Initial Code	s, a, t, i, m
<b>HIGH FREQUENCY WORDS</b>	<i>I, am</i>
<b>WARM UP</b>	<p>Predict from the front cover;</p> <p><i>“Who / What do you think the story will be about?”</i></p> <p>“What is the monkey doing on the front cover? What things to you like to do?</p> <p><b>Walk through the text to discuss pictures; oral language</b></p>
<b>ACTIVITIES - I DO, WE DO, YOU DO;</b>	
<b>C</b>	<p><b>Ask questions;</b></p> <p>What is the monkey’s name? (Sam)</p> <p>Who was Sam with? (His Mum?)</p> <p>What did she want Sam to do? (Sit)</p> <p>Where were they? (At the park)</p> <p>What were they doing there? (Riding a skateboard, having a picnic...)</p> <p>What did they sit on? (A mat)</p> <p>Why did the ‘Mum” keep asking Sam to sit? (Because he kept playing and wouldn’t come and sit on the mat when he was asked to).</p> <p>What was Sam doing instead of sitting on the mat?</p> <p>Why was Sam wearing a bandage on his head at the end of the story? (Because he fell off his skateboard).</p>

A	<ul style="list-style-type: none"> <li>• <b>Hand gestures / phonic's finger to decode to say the sounds and blend to read the words</b> – I, am, Sam, sit, sat</li> <li>• <b>Symbol / Sound Search</b>; a, i, m, s, t, S, (letter identification Bingo boards &amp; sliding door cards with text) (Handwriting letter formation on whiteboards)</li> <li>• <b>Punctuation marks</b>; capital letters, full stops, speech marks, exclamation marks, speech bubbles, comma</li> <li>• <b>Reading Running Records in reading data books</b></li> <li>• <b>Word Building</b> – SATPIN + M letter cards</li> <li>• <b>Dictation</b> – I am Sam. Sam sits. (whiteboards)</li> <li>• <b>Flip Books</b> – mini strip books to read, cut and staple &amp; take home...</li> <li>• <b>Jumbled sentence</b> – mentor sentences to underline sound lines, <b>highlight</b> HFW, capital letters, spaces &amp; full stops, read, cut up and paste back together...</li> </ul>
F	<p>T. models reading fluently and <b>reading punctuation marks</b> with expression.</p> <p><b>Segment and blend sound sounds</b> with the teacher modelling decoding each word as the students blend and then <b>re-read</b> the whole sentence fluently. Say the sounds and read the word with a partner – whisper, partner &amp; coral reading.</p> <p><b>Whisper Phone</b> reading</p> <p><b>Follow up reading of text with Teacher Aide and Partner Reads</b></p> <p><b>Read to Self</b></p> <p><b>Record reading</b> on the iPad</p>
E	<p><b>Character name</b>; Sam</p> <p><b>Pronoun</b>; I</p> <p><b>Action words</b>; sit, sat</p>

I am Sam.

Sam.

am

I

I am Sam.

Sam.

am

I

s

i

.

i

a

S

t

l

m

s

i

.

i

a

s

t

l

m

Sam

l

am

sat

sit

- Say the sounds and read the words
- Build the words
- Read and write the words
- Make sentences

Sam

I

am

sat

sit

- Say the sounds and read the words
- Build the words
- Read and write the words
- Make sentences

