

# Sammy the Slug

by

Fiona Murray

Illustrated by Dinalie Dabarera

## A read aloud and read along book for early literacy learning

\* Enjoy reading this book aloud to the children. Use rhythm and phrasing to have fun with the words. Read the book slowly with intonation and expression. After you have read it, go back and look at some of the words.

\* Remember you are focusing on sounds ('a' as in 'apple'; 'b' as in 'book'; 'c' as in 'cat') NOT the letter names (ABC).

\* Focus on one skill a day, even if it is repetitive, as long as the children are enjoying the tasks.

\* If you would like to hear the sounds of the alphabet and more information about the sounds in words go to:

[http://www.phonicsinternational.com/hear\\_the\\_sounds/hear\\_the\\_sounds\\_1.htm](http://www.phonicsinternational.com/hear_the_sounds/hear_the_sounds_1.htm)

\* If the children have listened to the book many times, try to get them to recite the words with you as you read. Then get them to recite the book on their own, like they would do a Nursery Rhyme. This is why the books are short and simple. Children love to recite rhyming stories and love hearing and saying rhythmic language.

TEACHER GUIDE: PAGE by PAGE

### PAGE 1

#### Syllables:

Syllables are 'chunks' or 'beats' of sounds in words. Each chunk or beat has to have a vowel sound in it.

Ask

What is the slug's name? Clap the syllables of his name. Sam/my (2); the (1); Slug (1).

Clap the syllables in each child's name. Do the whole group.

Hearing beginning sounds: 's'

Hearing beginning sounds means hearing the beginning sound of a word that matches the beginning sound of another word.

Say

'Sammy' starts with the sound 's'. 'Slug' starts with 's'. They sound the same. What other words can we say that start with 's' (sun, sock, school etc)?

Note: We say 's' as 'ssss' not like 'seh'. It is a *long* sound not *short*.

Rhyming:

Rhyming words sound the same at the end.

Read page 1 again emphasizing the last word of each sentence.

Say

'asleep/keep' When we say these words they rhyme. They sound the same at the end.

What other words rhyme with 'asleep' and 'keep' (creep, beep, heap etc)?

Syllables:

Clap the syllables of 'asleep'. How many can you hear a/sleep (2)?

Words and spaces:

Read the first sentence and point to each word.

Count the number of words in the sentence with the children. Point to each word as you count them (5 words).

Touch each space or gap between the words (4 spaces).

Say

These spaces show where the words end and begin. When we write we need to have spaces between words.

Read the second sentence and point to each word. Count the number of words in the sentence with the children. Point to each word as you count them (11 words).

Touch each space or gap between the words (10 spaces). Count them with the children.\_

## **PAGE 2**

Rhyming:

Read the sentence again.

Say

'top/stop' These words rhyme too. What other words rhyme with 'top' and 'stop' (hop, flop, plop etc)?

## **PAGE 3**

Rhyming:

Read the sentence again.

Say

Can you hear the rhyming words in this sentence (in, bin)? Can you find them on this page? Can you think of any other words that rhyme with 'bin' (win, grin, fin etc)?

Hearing beginning sounds: 's'

Read the sentence again.

Say

There are lots of words on this page that start with the 's' sound. Can you hear them (spinach, Sammy, smack *and* celery)?

#### **PAGE 4**

Rhyming:

Read the sentence again.

Say

There are some rhyming words in this sentence. What are they (curly/wurly; waking/shaking)?

#### **PAGE 5**

Hearing final sounds: 'ing'

There are a lot of words on this page that end with 'ing'. Let's find them and say them (6).

#### **PAGE 6**

Rhyming:

Read the sentences again.

Say

Which words rhyme on this page (now/how; look/cook)?

#### **PAGE 7**

Rhyming:

Read the sentences again.

Say

There are four rhyming words on this page. Do you know which ones they are (knew/stew/do/Ewwwww)? Look at the words 'stew' and 'do'. Even though they are different letters at the end they sound the same at the end - they rhyme.

Intonation: 'Ewwwwwh'

When we read aloud we use intonation and expression. This is when you say words softly or loudly or normally. Have fun saying 'Ewwwwwh' with emphasis and intonation. Stretch out the word for extra effect!

## **PAGE 8**

Hearing beginning sounds: 's'

Say 'slimy/slug'. Can you hear that they both start with 'sss'. Let's say some matching 's' words. (silly Sally, sad Simon, naughty Nick). Have fun with some crazy combos!

Rhyming:

Read the sentences again.

Say

'fat/Pat' How many 'at' words can you say (mat, cat, bat, rat, hat, flat etc)?

## **PAGE 9**

Rhyming:

Read the sentences again.

Say

There are three rhyming words on this page. Do you know which ones they are (new/through/Phew)? Look at the words 'new' and 'through'. Even though they are different letters at the end they *sound* the same at the end - they rhyme.

## **PAGE 10**

Rhyming:

Read the sentences again.

Ask

Are there any rhyming words on this page (cosy/dozy)?

## PAGE 12

Alliteration: 'lovely lettuce leaf'

Alliteration is when there are words together that start with the same sound.

Say

'lovely lettuce leaf' Can you hear they start with the same sound? What sound is that ('l' as in leg)?

## EXTENSION

\* It is fine if the children memorise the whole book. This is a good pre-reading strategy but it does not mean that they are really reading. Reciting each page and touching each word as they say it, is great for their 1:1 word correspondence.

\* If the children do not know what a slug is, research it on the internet. Slugs and snails are related (THEY ARE GASTROPODS) and are very interesting creatures.



\* If you have a compost bin or a garden go on a slug and snail hunt! If you find any, start describing them. Use lots of adjectives. Get the children to draw them.

## PAGE 1

Hearing middle sounds: 's'

Ask

What sound does Sammy the Slug start with? ('s') Say 'asleep'. 'Can you hear the 's' sound in the middle?' Stretch out the word... 'a sss leep'.

## PAGE 2

Initial sound matching: diagraph 'sh'

Diagraphs are two letters that are said together to make one sound.

Say the words 'shop' and 'shelf'. These words start with the 'sh' sound. What other words can you say with 'sh' at the beginning (ship, shirt, shark etc)? Make the 'sh' sound, as a long sound ('ssshhhh') like you are telling someone to be quiet.

## PAGE 3

Vocabulary and Categorising:

'Celery' and 'spinach' are vegetables. We can buy them in the shop or grow them in our garden or in pots. Talk about all the different fruits and vegetables that you eat. Show the children pictures of fruit and vegetables and label them. Have a fruit and vegetable morning tea. Sort the fruit and vegetables into the two categories. Categorising is an important language skill. These activities also increases the children's vocabulary.

Tricky sounds: 'c' as a 'sss' sound

Some words that start with the letter 'c' sound like 'ssss' when they have an 'e' or an 'i' after them.

Show the children the word 'celery' and say it.

Ask

Can you hear that 'celery' starts with the 'sss' sound *not* 'c' like 'cat'? That is because it has an 'e' after it. Other words like it are 'centre, cent, century'. All words that start with 'ce'. Look up in the dictionary other 'ce' and 'ci' words. It is good for children to see adults researching for answers!

## PAGE 4

### Rhyming:

Read the sentence again.

Say

There are some funny rhyming words in this sentence. What are they (curly/wurly)?

Let's make up some more funny nonsense rhyming words with curly/wurly (murly, zurly, furly etc).

### Initial sound matching: 's'

Read the sentence again.

There are three words that start with the 's' sound. Do you know which ones (sudden, Sammy, spinach)? Let's count them.

### Diagraph: 'sh'

There are two words that *start* with 'sh' on this page. What are they (shivering, shaking)? Some words have the 'sh' sound at the *end*. Let's say some (crash, hush, fish etc). Can you hear the 'sh' sound at the end of the word?

## PAGE 5

### Contractions:

Contractions are two words changed into one word.

'isn't' is short for two words 'is not'.

### Hearing final sounds:

Say 'rocking/rolling/bumping/jumping/heading/something'. Can you hear they all end with the same sound? What sound is that (ing)? Let's count them. How many are there? (6)

## PAGE 7

### Intonation and Exclamation:

When we read aloud we use intonation and expression. This is when you say words softly or loudly or normally.

'Ewwwwh!' is an exclamation. When you read this out you say it louder than the rest of the words. What other words are exclamations (Wow! Yikes! Yippee! Woohoo! etc)? Show the children the exclamation mark as a clue to saying the word louder. Have fun getting excited and loud!

There are other words that sound like 'Ewwwwh' and are funny sounds. Let's try some. Achooo (sneeze); Boohoo (crying); Boo (scaring someone); Phew (relief - wiping sweat off your brow); Woohoo (excitement); Ooooooh (wonderment). Act these emotions out!

### Vocabulary:

The word 'stew' means "a meal which you make when you cook with meat and vegetables". Talk about what other words can be said for 'stew' (dinner, casserole, cassoulet).

## PAGE 8

### Initial sound matching: blends 'sl'

Blends are when we say two sounds together as one sound e.g. 'sl' is really 's/l' but we say it smoothly as 'sl'. This is blending two sounds into one blend ('s' and 'l' into 'sl').

Say 'slimy slug'. These words start with the blend 'sl'. Practice blending by saying more 'sl' words (slip, slop, slap, slow, sleep, slippery etc).

Note: Digraphs (sh, ch, th, wh) have 2 letters but 1 sound. Blends have 2 letters and 2 sounds, blended together (fr, cl, nt, mp)

### Contractions:

'I've is short for two words 'I have'. Two words changed into one word.

Read the sentence again with the words 'I have' instead of 'I've'. Talk about how this still means the same thing but changes the rhythm of the sentence.

## PAGE 9

### Vocabulary:

Talk about the words 'compost bin'.



Go to the library and research about composting fruit and vegetable scraps. Get a worm farm and start composting. This increases the children's vocabulary.



Worm farm and worms!

Exclamation: !

'Phew!' is an exclamation. When you read this out you say it louder than the rest of the words. It shows relief or a close call with danger. Show your child the exclamation mark as a clue to saying the word louder and with emphasis. Have fun exaggerating this exclamation! Wipe the sweat off your brow!

## **PAGE 10**

Tricky Rhyming:

Read the sentences again.

Ask which words rhyme on this page? Look at the words 'cosy' and 'dozy'. They rhyme, but one has 's' and one has 'z'. They both sound like 'zzz'.

## **PAGE 11**

Contractions:

'I'd' is short for two words 'I would'. Two words changed into one word.

Close Rhyme: 'heap/eat'

These words nearly rhyme. They nearly have the same sounds at the end.

Read the sentence again.

Say

'heap/eat' They have the same syllables. Let's count them - heap (1); eat (1). What sound does 'heap' end with ('p')? What sound does 'eat' end with ('t')? They are close rhyming words but have different end sounds.

## **PAGE 12**

Close Rhyme: 'leaf/sleep'

Read the sentence again.

Say

'leaf/sleep' These words nearly rhyme. The sounds are nearly the same at the end. They have the same syllables. Let's count them - leaf (1); sleep (1). What sound does 'leaf' *end* with ('f')? What sound does 'sleep' *end* with ('p')?

**Don't forget to read this book with rhythm and expression. Have fun with the words, story and language!**