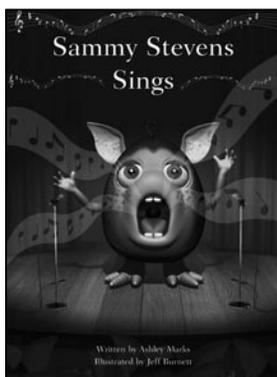


Sammy Stevens Sings

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



SAMMY STEVENS SINGS

Middle level fiction

Text type: Fantasy

Reading age 9.3

Word count 1,952

Before Reading

Tell students that in some stories, authors include elements that do not exist in the real world.

Activate prior knowledge by asking students if they have seen *The Lion, the Witch, and the Wardrobe* or read books like *Harry Potter* or *James and the Giant Peach*. *What happens in these texts that doesn't happen in real life?* Guide the discussion to focus students' attention on the way the author brings make-believe creatures to life and features magic as a normal occurrence. Explain that when things that don't happen in real life are written into books, advertisements, films, etc, it is called creating a fantasy.

Think about ads on television, books, and movies you know. Which ones contain elements of fantasy? Guide the discussion to help students generalize about the elements of fantasy.

COVER

Before Reading

Read the title and ask the students to consider what this story is about.

Discussion guide:

- *What does the title suggest to you?*
- *What kind of creature is Sammy?*
- *Where do you think this story may be set?*
- *What do you think singing has to do with the story?*
- *What other creature do you notice?*

Read the blurb on the back cover.

Discuss the words *fantasy narrative*. *What does this tell you about what you can expect to find in this book?* Guide students to infer that this story may contain things that do not happen in real life.

What does it mean that Sammy has high hopes when he enters the singing competition? What does can't sing a note mean?

Consider the title, cover illustration, and blurb. What do you think happens in this story?

CHAPTER 1

During Reading

Read the subtitle and think about who or what the hobblers might be. Discuss students' inferences.

Look at the illustration on page 5. What kind of place do you expect Littlewood to be?

As you read Chapter 1, jot down words used to describe what Littlewood looks like. Circle the elements you think are unusual characteristics for a town.

You will learn about the inhabitants of Littlewood. Take note of what type of characters these are. Be on the lookout for the positive and negative characteristics of these characters. As you build a picture of Littlewood, think about whether you would like to live there.

After Reading

Revisit page 5. What is meant by the term old-timers? What is a legend?

Describe the positive things about living in Littlewood.

Describe the hobblers. What do they look like? How do they move? Think of words to describe how they walk. What do you know about their personalities? Discuss that there are lots of positive descriptions of the hobblers, but that there is nothing negative written about them. Encourage students to locate words or phrases in the book that build their understandings. What do you expect life as a hobbler living in Littlewood to be like? What things that you have read about would make life challenging for the hobblers?

Think of a sentence that sums up the hobblers. Share.

CHAPTER 2

During Reading

Read the subtitle. What do you expect this chapter to be about? Discuss inferences that we will be introduced to the main character in Chapter 2. Look at the illustration on page 9. Where might Sammy live? Is Sammy a hobbler?

As you read Chapter 2, you will learn some interesting things about Sammy's history. Write down some of the obstacles Sammy has encountered and how these have been overcome.

You will also learn about something that Sammy is very good at. Be ready to chat about Sammy's gift, and how he shares his gift with the other hobblers. Find words in the story that tell us how the hobblers feel about Sammy's gift. How does Sammy feel about his special talent?

After Reading

What have you learned about Sammy? Share responses. Encourage elaboration and clarification if needed. How old was Sammy when he lost his parents? How might 99 hobbler years equate to human years? Invite inferences. What does Sammy think of when things aren't going his way? Refer students to page 9 to check if needed. Who raised Sammy? Describe Garth.

What did you learn about Sammy's special talent? How does Sammy feel about this? How do the other hobblers feel about Sammy's gift? How does Sammy share his singing talents? Revisit page 11 to check if needed.

We find out something remarkable about Sammy's singing on page 12. What do we learn?

Garth describes Sammy's snoring. What is funny or unusual about it? Refer students to page 10 to check.

CHAPTER 3

During Reading

Read the subtitle and predict what this chapter may be about. What could Bestwood be?

Prompt students to notice the similarities between the names Littlewood and Bestwood. Invite inferences.

Look at the illustration on page 15. Who might this character be? Prompt students to notice the character's hat and the tower, and think about whether these offer any clues. Generate open discussion without giving anything away.

Read Chapter 3 and jot down what you learn about this new character. You will also learn about something happening that is of interest to Sammy. Take note of what this is and be ready to chat about how Sammy and the hobblers feel about it.

After Reading

Who is this new character? Generate discussion and link to the predictions made by students. What have you learned about Marvel? What tells you this? Encourage students to locate words in the text that have built these understandings. What can Marvel do that concerns the hobblers? Why do you think this might worry the hobblers?

What else do you learn in this chapter? Discuss the singing competition. Guide students to address Sammy's concerns about the competition.

Ask them what impression they have of Glorious Gloria Groovy Gums. Does she sound like she would be a good singer? Why?

What do the other hobblers think of the

competition? Are they supportive of Sammy? Find words on page 17 that indicate this.

CHAPTER 4

During Reading

Read the subtitle. What does it suggest might happen? Look at the illustration on page 19. What do you notice? Guide the discussion about the observations to ask students how Sammy feels and what suggests this, and what Garth may be saying to him. Prompt students to notice the singing bird outside the window. Could this be important? In what way? Invite inferences without telling students that the bird is Marvel.

As you read this chapter, you will learn about some unexplained events that complicate the situation of Sammy. Jot down what these are and how they are overcome. Think about what may be causing these problems for Sammy and be ready to share your thoughts.

After Reading

What have you discovered about the conversation Garth and Sammy are having in the illustration on page 19? Invite discussion of the three episodes of losing his voice and how Garth was able to cure the problem on each occasion. How do you think Sammy may be feeling about the competition? Why? What have you learned about Garth?

Turn to page 20. Garth made Sammy some special soothing syrup for his voice. Discuss the use of alliteration. Read these words and think about how they sound as you say them. Does this sound more interesting than if the author had written voice medicine? Why? Look to the bottom of the page and find another example of alliteration. Students should identify the words *super sluicing*. What does this mean?

CHAPTER 5

During Reading

Read the subtitle. What does this refer to? What does it mean to sing your heart out? Students will infer that it is the day of the competition. How do you think Sammy feels? Why? Look at the illustration on page 25. What is happening? Why is Sammy on the trolley?

As you read take note of the type of music Sammy sang for the competition. Jot down the words used by the author. Be ready to chat about Sammy's performance and how the crowd responded.

Be aware of who didn't sing in the competition. Why was this a surprise? What might it mean for Sammy?

After Reading

What did you find out about the competition? What did Sammy sing and how did he perform? Invite responses and ask students to refer to words and phrases used in the text. Who did not sing in the competition? Why was it a surprise that Glorious Gloria Groovy Gums did not enter?

We predicted that Sammy might be nervous. Turn to page 25 and find the word used by the author to describe how Sammy felt. Is it possible to feel both nervous and proud? Discuss.

In this book the author has used an interesting idea of turning things around to mean the opposite of what they usually mean. Turn to page 25 and read about how the day is described. How is this unusual? Why might the author have done this?

CHAPTER 6

During Reading

Read the subtitle of Chapter 6. What could it mean? Look at the illustration on page 29. What do you think this tells us?

As you are reading, pay careful attention to the illustrations. Check the illustration on page 31 again after you finish reading. Think about how this illustration outlines what has been going on in this story. Be ready to share what you can learn from this illustration.

Read the last chapter. You will discover how small details throughout this book are very important. As you read, things should start to make sense to you. Jot down some clues from earlier in the story that you now understand the relevance of. You may need to reread parts of the last chapter again to fully understand this story. Be ready to discuss the exciting finale!

After Reading

What is meant by a twist in the plot? Invite discussion and ask students if this story has a twist. What is the twist in this story? Were you surprised at how this story ended?

Discuss that a twist in the plot is a way for the author to surprise the reader. Twists are not usually revealed until the very end and when done well are not predicted by the reader.

Spend time discussing Marvel's role in this story to add clarity. Reread sections of the text as you discover what students need to clarify in order to fully understand.

Encourage students to show evidence from the book that supports their understandings. For example, *That's an interesting point, Max. Take us to that part of the story so we can check the clue that the author gave.*

Ⓜ CODE BREAKER

Alliteration occurs where the same letter or sound is used at the beginning of words written consecutively or located close together; for example, *Sammy Stevens Sings*. By playing with the sounds in words, the author can make the words sound funny or interesting, and add meaning for the reader.

Ask students to think about the alliteration used on the words Glorious Gloria Groovy Gums. *How does the use of alliteration make these words sound? Think about each of the words. What picture do we build of Gloria? How would the story have been different if this character were referred to as just Gloria?*

Discuss the words *special soothing syrup*. *How would our understanding of this cure have been different if it were called throat syrup? Think about the words special, soothing, and syrup, and how they slide off the tongue as we say them.*

Ⓜ MEANING MAKER

Poor Sammy had had his share of bad luck and hard times. However, the good things always outweigh the bad. Reread the book. Jot down the ups and downs that Sammy faced. Discuss the following ups and downs in the story.

Chapter 2

Up: Sammy was raised by his grandfather, Garth.

Down: Sammy lost his parents in a storm.

Chapter 3

Up: Sammy thinks he might enter the singing competition.

Down: Sammy is worried about Marvel.

Chapter 4

Up: Sammy thinks he might be in with a chance to win.

Down : Sammy loses his voice.

Up: Garth cures Sammy's voice.

Chapter 5

Up: Sammy performs well in the competition.

Chapter 6

Up: Sammy wins the competition.

Up: Sammy finds out that Marvel has turned into a bird and cannot use magic any more.

Ⓜ TEXT USER

In this story, Marvel uses magic to make Bestwood a beautiful place, disguise herself ,and win the yearly singing competition. Since magic doesn't happen in real life, the author has created this story as a fantasy. *What are all the unreal elements to this story? How would this story have to change if there was no magic?*

Encourage student responses while supporting them to understand that fantasy enables the author to take the reader on marvellous journeys, limited only by the imagination. *Since any situation or character can be created, what does this enable the author to do?* Guide students to understand that a fantasy can be unpredictable, unexpected, exciting, and interesting all at the same time, because it is not limited to what is real.

Ⓜ TEXT CRITIC

The author created Sammy and the other hobblers without any notable character flaws. They are kind, supportive, friendly and encouraging. We could say that the hobblers are innately good. Marvel, on the other hand

is presented as the villain. She is the bad character in this story. Authors often use the theme of good versus bad, and most readers want the good characters to win in the end. Because authors know how readers feel, this is how they end most of these stories.

Even though Marvel is the bad character in this story, the author has not presented her as evil. She doesn't harm or threaten the hobblers, but sneaks around watching them and manipulating the situation to her advantage. Some readers may even think that she is cute. *Jot down words and phrases that the author describes to build our perceptions of Marvel.*

Share students' findings. Discuss how students feel about Marvel and ask them to infer why the author chose to portray Marvel as a cute villain, rather than as an evil villain.

USING MULTIPLE INTELLIGENCES

Create: a magic spell. List the things you need for your spell and write any special things you need to say or do. Sketch your idea. (I, V,S)

Share: your spell with the group. As you share, take note of the spells that are positive, negative, or neutral. As a group, record a tally of the spells using those headings. (V, P, L)

Regroup: the spells according to other common characteristics: eg, how they are performed, ingredients, magic words, etc. (V, L)

Brainstorm: how many different ways the spells can be sorted. (V, L)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Sammy Stevens Sings

Name _____

Sammy is presented with an opportunity to do something he loves. However, some unexplained events threaten Sammy's opportunity. Finally, Sammy learns of a twist at the end, which explains the unusual things that have happened to him. As you read, take note of the opportunity, the complications, and the final twist.

Sammy's opportunity



Complications



The final twist



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Sammy Stevens Sings

Name _____

Complete the table with words that not only rhyme, but also share the same spelling pattern.

Word	Rhyming words with the same spelling pattern at the end	Words with the spelling pattern within them
day	bay, clay, cray, Fay, gay, hay, lay, may, pay, pray, ray, say, spray, stay, stray, tray, way, away, yesterday	bayonet, crayfish, Faye, Gayle, prayed, praying, sprayed, spraying, stayed, staying
sing		
wood		
rain		
splash		
night		

Alliteration

Reread these pages of the book to find where the author has used alliteration. Write examples.

Page 10 _____ Page 11 _____

Page 12 _____ Page 16 _____

Page 17 _____ Page 20 _____

Page 23 _____ Page 27 _____

Page 30 _____



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Sammy Stevens Sings

Name _____

What are the advantages and disadvantages of living in Littlewood? Complete the table.

Advantages of living in Littlewood	Disadvantages of living in Littlewood

What are the advantages and disadvantages of living in Bestwood? Complete the table.

Advantages of living in Bestwood	Disadvantages of living in Bestwood



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Sammy Stevens Sings

Name _____

1. Were you able to predict what this story was about from the title, cover illustration, and blurb? Why or why not?

2. What were you thinking about this story before you began reading?

3. What will you remember about this book?

4. Write the names of other fantasy stories or movies that you have read or seen. What did you like about them? What didn't you like about them?

5. What sorts of books do you like to read? Why?



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Sammy Stevens Sings

Name _____

In this story the author gave you clues about the sorcerer, Marvel, but you did not discover who Marvel was until the end.

1. Why do you think it is common for stories to contain good and bad characters?

2. Find words in the story that the author used to make us like Sammy.

3. Find words in the story that the author used to make us distrust Marvel.

4. Did you expect Gloria to sing in the competition? Why?

5. Did you suspect that Marvel could be Gloria? Explain.

6. Were you hoping that Sammy would win the singing competition? Explain.

7. How would you have felt if Sammy didn't win? Explain.

8. Why do you think the author did not reveal Marvel's plan and fate until the end?



Sammy Stevens Sings

Name _____

Multiple Intelligences (verbal-linguistic, visual-spatial)

Work with a partner. Write a list of songs for Sammy Stevens to sing. Remember that Sammy is great at reaching sweet high notes and ground-shaking low notes. See what you can think of that suits his voice.



If Sammy were in a band, what could it be called? Sammy likes alliteration, so use it in the band's name.

Draw Sammy and his band.



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Sammy Stevens Sings

Name _____

When you write a fantasy story you can let your imagination run wild. Think of an idea for a fantasy. Create two main characters to feature in your fantasy. Name each and write a description of what they look like and what they do that is special.

Name _____

Description and special qualities _____

Name _____

Description and special qualities _____

Write two or three sentences that tell about what happens in your story.

Write the title and design a cover illustration.



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