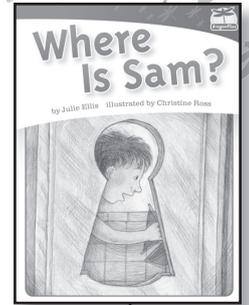


Where Is Sam?

by Julie Ellis

illustrated by Christine Ross



Overview

In this humorous story, the reader follows Sam through the house, finding item after item of discarded clothing, until the answer to the question posed in the title is revealed. The keyhole illustration on the cover provides an intriguing clue, while the detailed illustrations provide many opportunities for discussion.

Suggested purposes

This text supports the comprehension strategies of predicting using illustrations and making connections with real-life experiences. It provides opportunities for consolidating the high-frequency words “here”, “where”, “is”, and “are” and for monitoring the students’ use of return sweep. *Look at Me* is another Dragonflies emergent title about clothes.

Text features (Focus on only one or two per session.)

- the high-frequency words – *are, he, is, this*
- the digraph -sh – *shoes, T-shirt*
- the repetitive text structure
- the shift from one to two lines of text per page
- the question and answer format of the text
- the names for the items of clothing
- the exclamation mark for emphasis on page 8
- the possessive apostrophe in “Sam’s”
- the close picture–text match
- the way the illustrations heighten the fun of the story, showing Sam disappearing from view on each page

Setting the scene

Use the cover to set the scene. *This book is about a boy. His name is in the title. Can you find it? Some students may recognise “am” in “Sam”. What do you notice at the end of the title? What do you think the question is? Look through the keyhole. Can you guess where Sam is?* Discuss the students’ ideas and predictions without giving away the answer.

Back cover – Read aloud the preview question. Discuss the students’ predictions.

The first reading

Listen to the students read the title, then read the names of the author and the illustrator.

Title page – *What is Sam doing?* Listen to the students reread the title.

Page 2 – Listen to the students read the text.

Page 3 – The word “Here” may be a challenge for some students. Draw their attention to the initial consonant, but be prepared to tell them the word to set the pattern of the text.

Ask the students to read the text independently, offering support as necessary. Note that, from page 5, there are two lines of text per page. As the students read, observe how well they are able to maintain one-to-one word matching and return sweep.

Page 6 – The students may read “trousers” or “jeans” for “pants”. Prompt them to cross-check using the initial consonant. *Does that look right? What else could that word be? What letters in the word will help you? Where is Sam now?*

Page 8 – Encourage the students to read this page expressively! Draw their attention to the exclamation mark. *How does the author want you to read this?*

Encourage the students to think critically. *Is that where you thought he would be? What will Mum or Dad say about Sam’s clothes? What else could Sam have done with his clothes?*

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the students reread the text, observing which students are using visual and syntactic cues accurately. Observe, for example, the students’ fluency when reading the shifts from “is” to “are”.
- Locate some of the high-frequency words. *Can you find “here”? Can you find another one? Now can you find “where”? How are the words different?*
- Find the word “shoes”. *Can you think of other words that start the same way? Can you hear the “sh” sound in “T-shirt”? Show me the letters that make that sound.*
- Talk about the apostrophe in “Sam’s”. Explain that it is there because each item of clothing belongs to Sam.
- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Work through the illustrations, discussing the features of each room. *Which room is Sam in now? How can you tell? Can you see Sam in the illustration?* Note that the boat on page 8 is also visible through the keyhole in the cover illustration.

Suggestions for further activities

- Reread the Dragonflies emergent book *Look at Me*.
- Innovate on the text, using the names of the students.
- Rewrite the story, replacing the bath with the swimming pool or the beach.
- Talk about what the students are wearing. Ask the students to draw and label items of clothing.
- Cut out clothes to go on an outline of Sam’s body.
- Draw a floor plan of Sam’s house and label it.
- BLM word activity: practise writing high-frequency words

The students can write either “is” or “are” in the appropriate spaces. They can then read their sentences to a partner.

- BLM comprehension activity: cut and paste sentences to match pictures

The students can cut out the labels and stick them under the appropriate illustration.