

Here I Am

GOALS

Comprehension

Re-tell the story using the pictures on each page as a guide.

Vocabulary

High-frequency Words: here, I, am, said, the, go

Content Words: spider, snake, tiger, wolf, bear, crocodile, man

Phonemic Awareness

Recognise and produce words that end with the same sound: /m/

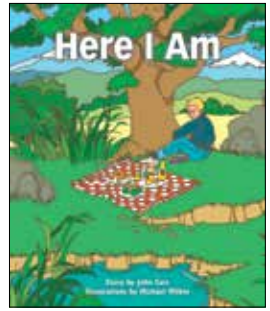
Phonics

Letters and Sounds: m

Words to Blend and Segment: am, ham, yam, mum, yum

Fluency

Model reading of the text with expression, noting the punctuation and change of characters. Students repeat.



The man tries to have a picnic in the park but he has lots of visitors.

Before Reading

- Look at the cover illustration. Discuss what might be happening in the picture. Who is there? What is he doing? What is the setting? Is it in the town or country? How do you know?
- Ask students to see who can read the title independently. (All are high-frequency words.) Read the title together. Help them to use the title and cover illustration to make predictions about the story.
- Look at the illustration on page 2. Ask: What is different in this picture? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss the animals that come to the picnic on each page. On page 12, students predict the ending.

Reading the Text

- Read the title together. Listen to the names of the author and illustrator. Read the title page together. On page 2 discuss what the spider might be saying in the picture. Read the words together, *"Here I am," said the spider.*
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together. Review the predictions for the ending made earlier, then turn the page to reveal a surprise ending. Have students discuss what they see in the illustration.
- Read the story together. Why did the man go? Did you laugh when you read the ending? Why is it funny?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what you predicted? Did you expect the man to leave the picnic when the crocodile came? Would you like to share a picnic with those animals?
- Retell the story using the pictures on each page as a guide.
- Reread the story together. Then act it out in class with individuals taking the roles of the different animals.

Phonemic Awareness

- Hear the sounds in *am* /a/ /m/. Say them separately, then blend together slowly, *am*, emphasising the /m/ in *am*. Talk about hearing the final sound /m/. Listen for /m/ in ham, yam, yum, plum, him.
- Students think of other words that end in /m/, e.g. jam, lamb, thumb. They listen to them, then repeat them.

Phonics

- Discuss the name and sound of the letter m and the meaning of the final sound. Relate this to the end sound in the cvc words.
- Write cvc words *am*, *ham*, *yam*, *mum* and *yum* on the board to practise blending and segmenting the sounds together as a group. Say ham slowly /h/ /a/ /m/. Then blend the sounds together. Illustrate using alphabet letters *h*, *a*, *m*, touching them as the sounds are made for the word *ham*.

Word Study

- Talk about the words *I*, *am*, *here*, *said*, *the*, *go*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *am*, *said* and *here* on each page.
- On a piece of paper, have students draw a picture from the story. They write the words “*Here I am*,” *said the* _____. They find the word in the story and read their sentence to a partner.
- Talk about the speech marks and comma and what they mean. Make the link between speech marks and speech bubbles.

Fluency

- Model reading of the text with expression, noting the punctuation and change of characters. Students repeat, copying the model.
- Students take turns to read the story to a partner. They change their voices for the different animals.

Writing

- Students write a new story about a different animal using the same pattern. Write the words, “*Here I am*,” *said the* _____. Students write the story and illustrate it. Include a speech bubble coming from the animal.
- Model making a time line of the order of the story. Students use this to retell the story.

Home/School Link

Take the book home and any related activity done in class to share with family.