

# Sam and Friends



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## **Sam and Friends Phonics Books**

The 54 *Sam and Friends Phonics Books* have been designed to supplement a systematic and explicit phonics program for beginning and remedial readers. Students will learn and practice all of the common sound-spelling patterns in these take-home readers. The publisher's remedial reading curriculum, [\*Teaching Reading Strategies\*](#), uses the same instructional scope and sequence.

The *Sam and Friends Phonics Books* have been organized into six collections:

Collection A:	Short Vowels and Consonants	Books 1-8
Collection B:	Consonant Blends and Digraphs (Part 1)	Books 9-16
Collection C:	Consonant Blends and Digraphs (Part 2)	Books 17-24
Collection D:	Long Vowels and Silent Final <i>e</i>	Books 25-34
Collection E:	<i>r</i> -controlled Vowels and Diphthongs	Books 35-44
Collection F:	Syllable Juncture and Derivational Influences	Books 45-54

### **Design and Instructional Components**

- Students of all ages will enjoy reading about the adventures of Sam and his friends: Tom, Kit, and Deb. Oh, and also Sam's dog, Pug. The teenage characters are multi-ethnic and the stories focus on life outside of school. Plots reinforce positive values and character development.
- Each book has four cartoons by master cartoonist, David Rickert. The cartoons are designed to be appreciated by both older remedial readers and younger beginning readers.
- The books consist of highly decodable and systematic text to help readers learn, practice, and develop reliance upon the alphabetic code. *Decodable* means that a high percentage of words will be phonetically regular. *Systematic* means that each reader includes and reinforces only previously introduced sound-spellings to scaffold instruction.
- The books use the most widely-accepted and research-based instructional phonics [sequence](#).
- Each book introduces two high-utility sight words (phonetically irregular words).
- The language de-emphasizes idiomatic expressions (ideal for English-language learners).
- The stories use non-predictable, non-repetitious, and non-patterned language to minimize over-reliance upon context clues and knowledge of text structure.
- The SCRIP comprehension strategies (Summary, Connect, Re-think, Interpret, Predict) are embedded within the text pages, not at the end of the book, to promote reader-author conversations and internal monitoring of text. Many require higher order thinking skills. The books include five comprehension questions for each story.
- The back page of each book introduces the sound-spellings and sight words.
- The back page also includes 30 second word fluency practice on the focus sound-spellings and sight words with a systematic review of previously introduced sound-spellings and sight words.
- Each book consists of eight pages in 5.5 x 8.5 inch booklet form. Books are formatted to be copied back to back on two separate 8.5 x 11 pages for easy copying and collation. Just one fold creates the take-home books. No stapling is needed.
- The books do not require a separate Teacher's Guide. All instructional activities are included in the books themselves.

## Before Using the **Sam and Friends Phonics Books**

Pre-teach the names, sounds, and spellings of the phonics cards used in your school's reading program. All systematic and explicit phonics programs incorporate display/wall cards and/or flashcards. [Teaching Reading Strategies](#) has its own set of [Animal Sound-Spelling Cards](#).

### Animal Sound-Spelling Card Design

The animal names of the 43 Animal Sound-Spelling Cards clearly connect to the 43 English phonemes (speech sounds). The cards are color coded according to their sound-spellings: consonants (black cards), short vowels (green cards), long vowels (red cards), and vowel teams (violet cards).

The sounds serve as the card titles, for example "long /a/." Each card should be referred to by the animal name, written "as in \_\_\_\_\_" under the sound title. Below the animal names are the common spellings of the sound. Blanks indicate consonant sounds in the vowel sound-spelling cards, while blanks indicate vowel sounds in the consonant sound-spelling cards.

### How to Teach the Animal Sound-Spelling Cards

1. Display the Animal Sound-Spelling Cards on an LCD projector, Elmo, or SMART Board. Or make color copies on transparencies to display on an overhead projector.
2. Introduce the animal **name** on each card. Practice the names of the cards until students have achieved mastery.
3. **Script:** Point to each animal picture, ask "Name?" and wait for whole class response.
4. Layer on the sounds to the mastered animal names. Introduce the **sound** on each card. Practice the sounds of the cards until students have achieved mastery.
5. **Script:** Point to each animal picture, ask "Name?" and wait for whole class response. Then, point to each sound (the card title), ask "Sound?" and wait for whole class response.
6. Layer on the spellings to the mastered animal names and sounds. Introduce the **spelling(s)** on each card. Teach students to say "Blank" for the blanks. Practice the spellings of the cards until students have achieved mastery of how to say each spelling. Memorization is not required.
7. **Script:** Point to each animal picture, ask "Name?" and wait for whole class response. Then, point to each sound (the card title), ask "Sound?" and wait for whole class response. Next, say "Spelling" or "Spellings" and point to the first spelling, wait for whole class response. Then, point to the next spelling, wait for whole class response, etc.

Teachers and students may wish to practice with the [Names, Sounds, and Spelling Rap](#) to develop automaticity. Turn it up! Your students will love to chant along.

Also pre-teach the **SCRIP Comprehension Strategies** prior to using the **Sam and Friends Phonics Books**. The books include five comprehension questions for each story, one for each five SCRIP strategies: **S**ummary, **C**onnect, **R**e-think, **I**nterpret, **P**redict. The SCRIP comprehension strategies have been designed to work as self-monitoring prompts to promote the author-reader dialogue. Each strategy applies to both expository and narrative text. The [Teaching Reading Strategies](#) remedial reading curriculum incorporates each the five SCRIP Comprehension Strategies into 43 expository articles based upon the key features, life cycles, and habitats of the animals featured on the Animal Sound-Spelling Study Cards.

### **How to Teach the SCRIP Comprehension Strategies**

Use the following language of instruction to define and explain each of the five reading strategies, one at a time. Read a short story (commonly known fairy tales work well) and do a Think-Aloud ([here's how](#)) to model the selected strategy. Review the strategy the next day and layer on a second strategy to another Think-Aloud on a different story. Continue until all five SCRIP comprehension strategies have been introduced.

- **Summarize** means to put together the main ideas and important details of a reading into a short-version of what the author has said. A summary can be of an entire reading, but it is more useful to summarize more than once at key transition points in the author's train of thought. It frequently requires the reader to skim that part of the reading once more.
- **Connect** means to notice the relationship between one part of the text and another part of the text. The parts may compare (be similar) or contrast (be different). The parts may be a sequence (an order) of events or ideas. The parts may respond to other parts of the text, such as to provide reasons for or effects of what came before in the reading. Next, Connect also means to examine the relationship between one part of the text and something outside of the text. It could be something from another book, movie, television show, or historical event. Finally, Connect also means to see the relationship between one part of the text and your own personal experience. You may have had a similar experience in your own life to that described in the text.
- **Re-think** means to re-read the text when you are confused or have lost the author's train of thought. Reviewing what has just been read will improve understanding. You may even understand what the author has said in a different way than how you understood that section the first time reading it.
- **Interpret** means to focus on what the author means. Authors may directly say what they mean right in the lines of the text. They also may suggest what they mean with hints to allow readers to draw their own conclusions. These hints can be found in the tone (feeling/attitude) of the writing, the word choice, or in other parts of the writing that may be more directly stated.
- **Predict** means to make an educated guess about what will happen or be said next in the text. A good prediction uses the clues presented in the reading to make a logical guess that makes sense. Good readers check their predictions with what actually happens or is said next.

Teachers may wish to print the [SCRIP Comprehension Strategies Bookmarks](#) for each of their students.

## How to Use the **Sam and Friends Phonics Books**

1. Introduce each of the sounds and spellings listed at the top of the back page of the reader by pointing to the name, sound, and spellings on your phonics cards.
2. Practice sound-by-sound spelling blending ([here's how](#)) for each of the listed sound-spellings, using a few of the Word Fluency words.
3. Introduce the two sight words listed at the top of the back page of the reader and briefly explain why each is not decodable, using only the sounds students have already mastered as reference. For example, in Book 3 the sight words are *a* and *from*. Since the short vowel sound /a/ was introduced in Book 1, it would be appropriate for the teacher to ask “How *should* the *a* be pronounced? (Whole class response of short vowel /a/). Yes, that’s right, but it isn’t. It’s a sight word and has to be memorized without sounding it out.” Additionally, since the short vowel sound /o/ was just introduced in Book 3, it would be appropriate to explain why the *o* in *from* makes it a sight word.
4. Point to each sight word and rehearse the pronunciation with whole class response until students have mastery.
5. Read the Words: The first reading of the **Sam and Friends Phonics Books** should require the reader to sound-out all of the decodable words and automatically recognize the sight words. Point under each word as the reader reads. Prompt with sounds, blends, and the blending motion if necessary. Then, point to the illustration.
6. Read for Meaning: The second reading should require the reader to understand the story. The reader reads the story until the first SCRIP Comprehension Strategy question. Read the question and help the reader discuss possible answers. Continue reading and discussion page by page. Don’t worry about interrupting the flow of the story; the goal is comprehension. Reference both text and illustration in discussing the questions. Point and use the blending motion only when necessary.
7. Read for Fluency: The third and successive readings should require the reader to improve fluency. Prompt the reader to read faster and pay careful attention to punctuation and voice modulation. Reading along with the reader at a pace slightly faster than previous reads is helpful. Avoid looking at the illustrations during this step.
8. Word Fluency: Have students complete 30 second fluency timings by reading the Word Fluency words on the back page of the reader from left to right. Encourage students to read quickly and accurately. Count the number of words read accurately in 30 seconds and record in the spaces provided. Re-test until the reader has gained an appropriate level of automaticity.
9. Read for fun! Readers will enjoy returning to these stories for independent reading.
10. Make sure to supplement the **Sam and Friends Phonics Books** with expository text, such as the 43 leveled Animal Comprehension articles found in [Teaching Reading Strategies](#). Also, supplement with higher level fictional and non-fictional read-alouds. Build upon listening comprehension and discussion to improve vocabulary, learn complex plot and text structures, and appreciate the value of reading. A truly balanced reading program works wonders with both beginning and remedial readers.

**Technical Note:** Paragraphing is introduced in story #13. Take time to explain that a paragraph organizes around an idea, section of a story, or speaker dialogue and that a new paragraph signals a change. Also note that the font size is reduced beginning in story #17 and multi-syllabic words are introduced in #32.

## Sam and Friends Phonics Books

### Collection D: Long Vowels and Silent Final e

Book	Long Vowel Sounds and Silent Final <i>e</i> Animal Sound-Spelling Cards Single Syllable Words	Spellings	Sight Words	
25	Ape (Long Vowel <i>a</i> )	a, a_e, _ay, ai_, ei	more	done
26	Eagle (Long Vowel <i>e</i> )	e, _ee, ea, _ie_	learn	almost
27	Ibex (Long Vowel <i>i</i> )	i, _igh, i_e, _y, _ie	warm	were
28	Okapi (Long Vowel <i>o</i> )	o, o_e, _oe, oa_, ow	one	gone
29	Mule (Long Vowel <i>u</i> )	u, u_e, _ew, _ue	another	height
Book	Long Vowel Sounds and Silent Final <i>e</i> Animal Sound-Spelling Cards Multi-syllabic Words	Spellings	Sight Words	
30	Ape (Long Vowel <i>a</i> )	a, a_e, _ay, ai_, ei	mother	son
31	Eagle (Long Vowel <i>e</i> )	e, _ee, ea, _ie_, [c]ei, _y	their	busy
32	Ibex (Long Vowel <i>i</i> )	i, _igh, i_e, _y, _ie	again	thorough
33	Okapi (Long Vowel <i>o</i> )	o, o_e, _oe, oa_, ow	nothing	against
34	Mule (Long Vowel <i>u</i> )	u, u_e, _ew, _ue	through	guess

[That Friday Tom and Sam meet Kit at Extreme Coffee]

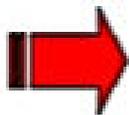
"So I hear that you and Deb began some kind of ladies club that meets here on Sunday night," says Tom. "I should show up sometime to meet these ladies," says Tom.

"No you won't," scolds Sam.

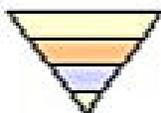
"Oh, oh..." says Tom. "My phone is buzzing."



**Predict** How will Kit react when Tom has to leave to go to work?



**Summarize** Re-tell this story in your own words.



Name \_\_\_\_\_

Long a      a, a\_e, \_ay, ai\_, ei      mother      son

## Word Fluency

fumes	baby	death	was	thin
should	painful	ocean	fuel	won
mainly	this	love	mother	want
maybe	bought	says	halo	one
son	ocean	another	eighty	move
could	today	heard	done	said
mother	father	work	learn	gone
neighbor	rebate	delay	does	some
few	lately	mother	son	talk

## 30 Second Timings (# of Words Correct)

\_\_\_\_\_

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Sam has to work all day at the hot dog stand. Pug will play and maybe get in a nap.

Tom has to work all day at the vacant lot next to Sam's hot dog stand. Tom's boss prepares the lot. Another Clothes Shed will go in at that site next April, and that thrills Deb. She hopes there won't be any delays. Deb might get a job at this Clothes Shed. She works at the other Clothes Shed by the dock, but she does not get paid.

