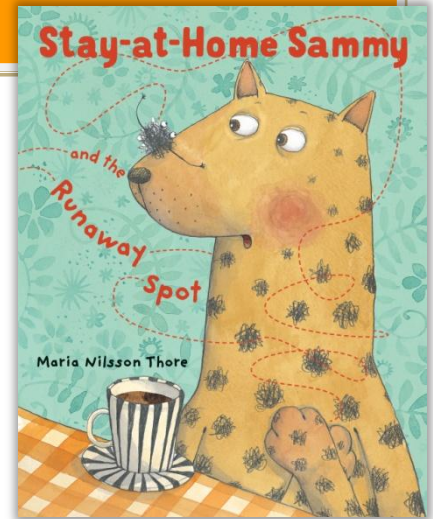


# LESSON PLAN

## Stay-at-Home Sammy and the Runaway Spot

**Written and illustrated by Maria Nilsson Thore**

*Sammy is out of sorts! One of her spots has vanished. Readers will take a fun journey with Spot as Sammy learns to deal with the separation. Will Spot return?*



9780823436774 • Ages 4–8 • E-book available

**Objectives:** Students will be able to identify the point of view, sequence of events and story elements, predict outcomes, and learn new vocabulary words in context.

**Guided Reading Level:** L

**Grade Level:** 2

**Interest Level:** Pre-K–4

### Instructional Standards

**Reading Literature:** RL.2-3.1,2,3,4,5,6,7,10

**Reading Foundation Skills:** RF.2-3.3,4,4a,4c

**Writing:** W.2-3.1,3,5,8

**Speaking and Listening:** SL.2-3.1,2,3,4,6

**Language:** L.2-3.1,2,3,4,5,6

### BEFORE READING

1. How does observing the cover illustration and title help you understand what you are going to be reading about?
2. Look at the cover illustration and title and discuss.
3. Put “Stay-at-home” and “Runaway” on the board.
4. Discuss the phrase “stay-at-home.” What kind of character do you think Sammy is? Are you a “homebody”? Or do you like to go out and find adventure?
5. Discuss the compound word “runaway.” Ask students to break up the word and define. Why would someone want to run away?
6. How can we identify the main character of the story? Who do you think is the main character in the story?
7. Identify the author and illustrator. Discuss the role of each.
8. What type of book is this, fiction or nonfiction? Explain.
9. Discuss the different types of fiction. (Realistic fiction, fantasy, animal fantasy, tale, adventure). Predict what the story is going to be about. Write down your predictions. Do you think the spot will return?



10. What strategies will you use when you come to a word or phrase in the story that you do not know? Read the words in context by using the words around the unknown word and try to make sense of the meaning.

**Vocabulary: shuffled, rebel, pursue, content, globe-trotting, liberate, fate, companion, hitch**

### DURING READING

1. Read the book to the class.
2. Have students read in pairs or silently.

### Read to Find Out

1. Use context clues to figure out the challenging vocabulary words. Discuss as you read.
2. What are the story elements: setting, plot, and character development?
3. How does she structure the book? How does the structure of the book contribute to the meaning and style?
4. Compare and contrast the points of view in the story.
5. How does the author use figurative language?
6. How does the author create suspense and humor in the story?
7. Check your predictions as you read. Do you think Spot will come home?
8. Who is the main character and how do you know this?
9. What kind of character is Sammy? What kind of character is Spot?
10. What is Sammy's problem? How does she handle the situation?
11. What is Spot's problem?
12. Why does Spot run away? How does this affect Sammy?
13. What do the characters learn? How do they change from the beginning to the end of the story?
14. What type of fiction is *Stay-at-Home Sammy and the Runaway Spot*? (animal fantasy, adventure)

### AFTER READING

1. Check your predictions. Write if you were correct in what you thought the book was going to be about. Share with the class.
2. Compare and contrast Sammy and Spot using a Venn diagram.
3. Which character can you relate to and why?
4. How do you know that Sammy is feeling out of sorts? How do you feel when something is bothering you?
5. What does Sammy do to feel better? Use the words and illustrations in the story to answer.
6. What do you do to make yourself feel better?
7. What message do you think the author is trying to communicate?
8. How did it make you feel when Spot first ran away?
9. What feelings were evoked by the story? Go back to the book and find examples of how the words, phrases, and illustrations moved you to feel a particular way.
10. Why did Sammy smell of hot cocoa and Spot of the road?
11. Create story maps from the point of view of both Sammy and Spot.
12. Use the story map to write a monologue for each character.

\* In theatre, a **monologue** (from Greek: "alone, solitary" and "speech") is a speech presented by a single character, most often to express their mental thoughts aloud.



**Word Work**

- Why is Spot a **rebel**? Identify a character from another story who is a rebel. (Ex. Peter Pan)
- How did Sammy walk when she **shuffled**? Why did she shuffle?
- What did Spot **pursue**? If you were to pursue your dream what would it be? Write a paragraph and draw a picture.
- How do you know that Sammy is **content**? What makes you feel content?
- Who were **companions** in the story? Who is a companion of yours?
- Why does Spot **hitch** a ride in the story? Who did it hitch a ride with?
- What is the **fate** of Sammy and Spot? What do their futures look like? Write a sequel to the story.
- Why did Spot feel **liberated**? Who is not liberated?
- Where did Spot go when he was **globe-trotting**?

Write your own definition for each word. Look up a synonym for each word. Share with the class.

- Globe- trotting
- Content
- Liberate
- Companion
- Hitch
- Shuffle
- Fate
- Pursue
- Rebel

Guide written by Marla Conn, reading/literacy specialist and educational consultant

