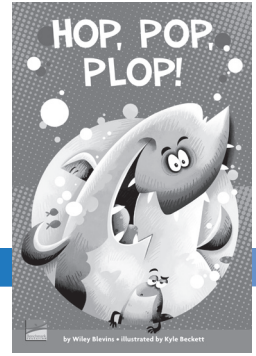


Hop, Pop, Plop!

Short o



Build Phonemic Awareness

- **Model Oral Blending** Say the sounds: /m/ /o/ /p/. Ask students to repeat, then model how to blend the sounds into a word: /mmmoop/, mop.
- **Practice** Practice with the following: /m/ /o/ /m/, /l/ /o/ /t/, /h/ /o/ /t/, /h/ /o/ /p/, /t/ /o/ /p/.
- **Model Oral Segmenting** Say a whole word: mop. Model how to segment the word into sounds: /m/ /o/ /p/. For extra support, say: *Let's tap the sounds we hear in mop.*
- **Practice** Practice with the following: on, mom, top, pot, hop.
- Provide corrective feedback. For extra support, tap the sounds or use Sound Boxes and counters.

Introduce the Phonics Skill

- Write the letter o on the board. Explain that o stands for the /o/ sound as in hot. Write the word, underline the spelling, point to it, and state the sound. Have students repeat.
- **Articulation** Model articulation.
- **Handwriting** Have students write the letter o five times as they say the /o/ sound. Model letter formation and pencil grip as needed.
- **Blend Words** Write the following words: mop, hop, hot, lot, log, dog, dig, big, bag, bat, hat, hot. Model blending the first two words, then guide students to blend the rest.

- **Provide corrective feedback.** Point to the missed sound-spelling, state the sound, then have students repeat and blend the word again.

Introduce the High-Frequency Words

Use the Read/Spell/Write Routine to teach or review these words: **my, you, your, of, little.**

- **Read:** Read each word, and have students repeat. Then have them say the sounds they hear in the word. (e.g., /u/ /v/)
- **Spell:** Chorally spell the word. Highlight any unknown or irregular spellings. (e.g., o for /u/ and f for /v/ in of)
- **Write:** Have students write the word and say each letter name as they write it.

DRAFT

Read the Accountable Text

Work with a small group of students to read the book. Assign independent activities for the rest of the class, such as having them reread previously read decodable books with partners to build fluency.

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Provide English Language Support

- **Sound-Spelling Transfer** The short o sound and spelling does not transfer in Spanish. Continue to model articulation.
- **Build Vocabulary** Preteach the following words: **hop, hot, pond, cub, log, hug, tree, eggs, little, jog, fog, fox**. Read aloud the word in English and the student's primary language. (Use a translation app as needed.) Provide a brief definition. Demonstrate, act out, pantomime, or use realia (e.g., objects, photos, and drawings). Connect the word to known words (e.g., synonyms and antonyms), then provide sentence starters for students to complete orally.

Introduce the Book

- Show students the cover of the book. Point to the title and read it with students.
- **Say:** *In this book we will listen in on some conversations between animals. What might a frog and a shark talk about?*
- Use the **Define/Example/Ask** routine to preteach the word **respect**.
- **Define** *A way of treating or thinking about someone or something. If you respect someone you treat them well and feel good about them.*
- **Example** *I respect my parents. They work hard and share what they have with others.*
- **Ask** *How can we show respect for the people and things in our classroom? Discuss with a partner.*

Read and Model Blending

- **Whisper Read** Have students whisper-read the text. Circulate, listen in, and offer corrective feedback.
- **Model Blending** Model for students how to sound out decodable words they misread.
- **Check Understanding** Stop periodically to check on general understanding. Ask questions such as: *Why does the shark **respect**, or think highly of, the frog? What can the frog do that is impressive, or shows a lot of talent? Was it a good idea for the elephant to climb the tree? Why or why not? Which words are you unsure of? Let's look at them together.*

Deepen Comprehension

Revisit the text to deepen understanding. Ask the following questions. Prompt students to answer each question with a partner before calling on volunteers to answer it.

- *What animals are shown on pages 14–15? Find their names in the text. (Phonics)*
- *Why does the frog hop into the pond? Find the sentence that answers the question. (Use Text Evidence)*
- *Why does the shark **respect** the frog? (Vocabulary)*
- *Why does the bear not like the porcupine's hug? (Higher-Order Thinking)*
- *How are the animals in the book different from animals you have seen or read about before? How are they the same? (Make Connections)*

Transfer to Writing

Ask students to select two animals and retell their conversation in their own words.