

TEACHER MATERIALS	STUDENT MATERIALS	DECODABLE BOOK
Letter cards Word-family cards Word cards	Letter/word-family cards Word cards Phonics worksheet Workmat Game board, place markers, and die	<i>I Can Hop</i>

Introduce the Word Families

Materials: Teacher word cards, teacher word-family cards

- Place the teacher word cards *not*, *pot*, and *hot* in the pocket chart or along the chalkboard ledge. Point to each word and read it with students. If students have difficulty reading the words, model how to blend the sounds together.
- Ask students what the words have in common. If students don't respond, point out that all the words have the same ending. Hold up the *-ot* word-family card as you say /ot/, running your finger under the sounds as you say them. Place the card in the pocket chart above *not*, *pot*, and *hot*. Tell students these words belong to the *-ot* word family because they have the same ending letters and the same ending sound.
- Have students run their fingers under the *-ot* ending of the words *not*, *pot*, and *hot* as they say /ot/. Then have them say each word.
- Tell students that there are many other words that have the same *-ot* ending. Have them say other words they know that end like *not*, *pot*, and *hot* (*cot*, *dot*, *rot*, *lot*, *tot*). Tell them that all of these words belong to the *-ot* word family.
- Take out the *-ot* word cards from the pocket chart and replace them with the *hop*, *mop*, and *top* word cards. Point to each word and read it with students. If students have difficulty reading the words, model how to blend the sounds together.
- Ask students what these words have in common. If students don't respond, point out that all the words have the same ending. Show them the *-op* word-family card as you say /op/, running your finger under the sounds as you say them. Place the card above the words *hop*, *mop*, and *top*. Tell students these words belong to the *-op* word family because they have the same ending letters and the same ending sound.
- Have students run their fingers under the *-op* ending of the words *hop*, *mop*, and *top* as they say /op/. Then have them say each word.
- Tell students that there are many other words that have the same *-op* ending. Have them say other words they know that end like *hop*, *mop*, and *top* (*bop*, *cop*, *lop*, *pop*). Tell them that all of these words belong to the *-op* word family.

Word Sort

Materials: Teacher word cards, student word cards

- Place all the teacher word cards in a pocket chart or along the chalkboard ledge. Have students help you sort the words into their word families. Once all of the cards have been sorted into two columns, read each word with students.
- Give pairs of students the student word cards. Then have them sort the words into word families.
- Have students read the words to their partner.

Blend Onset and Rime

Materials: Student letter/word-family cards, workmats, teacher letter cards, teacher word-family cards

- Give students the student letter/word-family cards and the workmat. Tell them to place each word-family card in the box on the right of their workmat.
- Say the word *tot*. Ask students what rime they hear at the end. Have them point to the box that has the *-ot* rime. Ask them what letter they need to put at the beginning of *-ot* to make the word *tot*. Have students find the *t* letter card and place it in the box on the left of their workmat. Tell them to blend the *t* letter card and the *-ot* word-family card to make the word *tot*.
- Use the teacher letter and word-family cards to make the same word in the pocket chart. Have students check their spelling of the word on their workmat with that of the word in the pocket chart.
- Have students take away the letters on their workmat. Tell them you are going to say another word and they should decide which word-family and letter cards are needed to spell the word on their workmat. Use the words *not*, *pot*, *hop*, *hot*, *top*, *dot*, and *mop*, one at a time. Have students use the letter and word-family cards to spell the words on their workmat. Use the teacher letter and word-family cards to make each word in the pocket chart before going on to the next word.
- Once all the words have been made, have students read the words in the pocket chart.

Read the Book**Materials:** Decodable book *I Can Hop*

- Show students a copy of the decodable book. Have them look at the cover and tell what the book might be about.
- Read the title with them, showing them how to sound out the onset and rime in the words in the title. Have students point to the *-op* word in the title.
- Write the new high-frequency word *me* on the board. Tell students that this is a word in the story that they need to recognize and read quickly. Read the word and have students read it with you as you point to the word. Without students seeing, erase one of the letters in the word. Ask students what letter is missing. Replace the letter and have students read the word. Repeat with the words *of* and *too*.
- Review the high-frequency words listed at the start of the decodable book. Tell students these are words they already know that are also in the book.
- Turn to page 5. Point to the word *dots*. Have students say the word with you. Point out that the *s* at the end of *dots* makes the word mean more than one dot.
- Give students their copy of the book. Have them turn to page 3 and read it together. Have students point to words on the page that are from the *-ot* and *-op* word families.
- Have students read the rest of the book. When they are finished, ask them to describe the rabbit in the story. Ask how they think Pop felt when the rabbit hopped on his head.
- Have students circle all the words in the book from the *-ot* word family in red and all the words from the *-op* word family in blue.

More Practice**Materials:** Phonics worksheet

- Have students complete the phonics worksheet for *-ot* and *-op*.

Learning Center Activities

Materials: Teacher letter cards, teacher word-family cards, student word cards, game board, place markers, die

- Laminate a set of teacher letter and word-family cards. Place them into two piles in the center of the table. Have students take turns drawing one letter card and one word-family card. Have them practice blending the sounds in the onset and rime together.
- Laminate a set of student word cards and place them in the center of the table along with a game board, place markers, and a die. Have a pair or group of students take turns throwing the die, drawing a word card from a pile, and reading it. If the word belongs to the *-op* word family, the student moves along the game board the number of spaces indicated on the die. If the word belongs to the *-ot* word family, the student does **not** get to move along the game board.