<table>
<tr>
<td>Text: Hop Rabbit, Jog Turtle
Duration: 8 days, 50-60 mins per session

Instructional Strategies
Segmenting and blending through chaining
Partner reading
Shared reading with teacher modeling
Independent reading
Class discussions
Learning centers</td>
<td>Word Work Focus:
Segment and blend CVC and CVCC words
Read sight words with automaticity in isolation and in context
Comprehension Focus
Read to infer for deeper meaning
Social-Emotional Focus
Work with a partner to build shared understanding
Connect to main ideas about</td>
</tr>
<tr>
<td>Materials
Teacher text
Student texts
Red word/sight word cards
Letter cards for chaining
Centers materials
Board and writing utensil
Blank verb cards
Previous lesson charts:
“We Can ___(Verb)” from ‘What Can Frogs Do?’
Subject-Verb Agreement from ‘Nap on a Mat’
Student erasable boards
Celebration materials</td>
<td>Sight Words Taught:
says, by
Text-Specific Vocabulary Taught:
N/A
Oral Language Practice
N/A
Phonics Skills/Concepts Taught:
Sounds Right/Looks Right/Makes Sense
CVCC words with -s and double consonant endings
Assessment</td>
</tr>
</table>

Hop Rabbit, Jog Turtle (Stage 2, Day 1)
Time: 50-60 mins

Learning Focus: Decoding CVC and CVCC Words

Skills:

- Segment and decode CVC and CVCC words
- Read sight words in isolation
- Use picture and word part clues to decode

Teacher Preparation

- Letter cards: *j, g, b, p, t, ss, m, o, i, a.*
- Red Word/Sight Word card
- Student erasable boards and writing utensils
- Student copies of "Hop Rabbit, Jog Turtle"

Building Comprehension: Picture Walk (3-5 mins)

In this story, one character learns an important lesson. *Go through each page as students share what they notice and wonder.*

Word Work: Chaining (5-7 mins)

Take out your magnifying glass, inspectors! These special tools help us look VERY CLOSELY at things. Let's look closely and listen closely as we change around the letters and sounds to read new words.
Set up letter cards on the bottom of the board: j, g, b, p, t, ss, m, o, i, a.
Have students read all letter-sounds aloud.
Display letter cards for "jog." I can tap and blend this word: /j/-/o/-/g/, jog.
Display the b card. What sound? */b/. Change j to b.* If that was jog, what word is this? *Bog.*

Display the i card. What sound? */i/. Change o to i.* What word? *Big.*
Display the p card. What sound? */p/. Change b to p.* What word? *Pig.*
Continue with word list: pig > pat > pass > mass.

Word Work: High Frequency Words (10 mins)

Daily focus word: says

Say It/Spell It/Say It routine
Show Red Word card for "says".
This word is "says." Say it! *Students repeat: says.*
Spell it! S-a-y-s, says. *Students repeat: s-a-y-s, says.*
Air write it: s-a-y-s, says. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing: s-a-y-s, says.*
Show card. Say it! Says! *Students repeat: Says.*

— In this story, the characters talk to each other.
— "Says" is a word we use when someone is talking.
—*Go through the text. Tell students to clap when they see the word "says" on the page.*
—*Play Teacher Says with different actions e.g.* Teacher says, "Hop on one foot." Teacher says, "Stick out your tongue." Spin in a circle! *Students are "out" if they follow the direction that does not start with "teacher says."*

Go through Red Word deck, including all previous unit words.

Word Work: Double Consonant Word Search (5-10 mins)

—We have practiced reading words with double consonants. Investigators, go on a Word Search with your partner. Look through the pages of the book and find all the double consonant words you can.
—*Pass out erasable boards.* Write the words you find.
—*Give students a few minutes to search with partners and write the words they find.*
—*Have students share out the double consonant words they found. Write them down as students share. Help students tap and blend the words. Words may include: pass, cannot, will, yells, tells.*

Independent Learning Centers (30 mins)

Monitoring (3-5 mins)

What sight word did we use today?

What reading strategy did we use today?

How will the strategy help us as readers?

Hop Rabbit, Jog Turtle (Stage 2, Day 2)
Time: 50-60 mins

Learning Focus: Decoding CVC and CVCC Words

Skills:

- Segment and decode CVC and CVCC words
- Read sight words in isolation
- Use picture and word part clues to decode

Teacher Preparation

- Letter cards: *h, t, s, b, c, m, p, i, a, o.*
- Red Word/Sight Word deck
- Student and teacher copies of “Hop Rabbit, Jog Turtle”

Building Comprehension: Sequencing (3-5 mins)

What happens in the beginning, middle and end of this story? *Help students use sequence words like “first,” “second,” “next”, and “last.”*

Word Work: Chaining (5-7 mins)

Take out your magnifying glass, inspectors! These special tools help us look VERY CLOSELY at things. Let's look closely and listen closely as we change around the letters and sounds to read new words.
Arrange the letter cards along the bottom of the board: h, t, s, b, c, m, p, i, a, o.
Have students read all letter-sounds aloud.
Display letter cards for “hits.” I can tap and blend this word: /h/-/i/-/t/, hit-s, hits.
Display the b card. What sound? */b/. Change h to b.* If that was “hits”, what word is this? *Bits.*
Display the a card. What sound? */a/.* If that was “bits”, what word is this? *Bats.*
Display the c card. What sound? /c/. If that was “bats”, what word is this? *Cats.*
Continue with world list: hats > mats > maps > taps > tops > pops.

Word Work: High Frequency Words (5 mins)

Daily focus word: by

Say It/Spell It/Say It routine
Show Red Word card for “by”.
This word is “by.” Say it! *Students repeat: by.*
Spell it: b-y, by. *Students repeat: b-y, by.*

Air write it: b-y, by. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing: b-y, by.*
Show card. Say it! By! *Students repeat: By.*

Word Work: -S Verb Ending Word Search (5-10 mins)

We have practiced reading verbs with -s endings. Investigators, go on a Word Search with your partner. Look through the pages of the book and find all action words with an -s ending you can.
—Pass out erasable boards. Write the words you find.
—Give students a few minutes to search with partners and write the words they find.
—Have students share out the -s ending verbs they found. Write them down as students share. Help students tap and blend the words. Words may include: tells, yells, jogs, wins.

Independent Learning Centers (30 mins)

Monitoring

What word parts and word endings did we practice today?
What red words did we learn?

Hop Rabbit, Jog Turtle (Stage 2, Day 3)
Time: 50-60 mins

Learning Focus: Decoding CVC and CVCC Words

Skills:

- Segment and decode CVC and CVCC words
- Read sight words in isolation and in text
- Use picture and word part clues to decode

- Read to infer deeper meaning

Teacher Preparation

- Red word/sight word cards
- Verb chart
- “Hop Rabbit, Jog Turtle” student and teacher copies
- Blank note cards or paper cards cut into rectangles

Building Comprehension: Setting the Purpose (3-5 mins)

Readers, we have practiced breaking apart sounds to read words from this book. Today, we will read the book together!

Set the purpose: Reading is thinking! We will read to think about a big question: What lesson does Rabbit learn?

Oral Language Practice: Verb Match (10-15 mins)

—We have learned many verbs, or action words!
—Read through the verb chart together.
—Pass out 4 verb cards per student. Choose two verbs. On two cards, write the verbs. On two cards, draw a picture of what the verbs mean.
—Give students 10 minutes to write and draw. Make books available from all units so that students have picture examples if needed.
—Play Memory Match. Students pair up with one or two others. Students mix up their cards and place them face down in a grid. They take turns turning over two cards. If the picture and the word match, the student collects the cards. If not, they flip them back over in the same space.

Shared Reading (20-30 mins)

Follow Shared Reading routine:

1. *Go through all red words/sight words. Prompt students to read them with automaticity.*
2. *Go through all "need to know words." Prompt students to read them with automaticity.*
3. *Remind students:* When it's my turn, I will read. Notice my strategies. When it's your turn, you try. Remember to use your inside voice or your whisper voice.
4. *Model reading each page of the text. Segment and blend CVC and CVCC words. Read sight words and "need to know" words with automaticity. Reread each line for fluency.*
5. *Prompt students to read each line with: "your turn."*

Monitoring (5-10 mins)

How does shared reading help you as a reader?

How does the picture help you as a reader?

Turn and talk: What lesson does Rabbit learn?

Hop Rabbit, Jog Turtle (Stage 2, Day 4)
Time: 50-60 mins

Learning Focus: Decoding CVC and CVCC Words

Skills:

- Segment and decode CVC and CVCC words
- Read sight words in isolation and in text
- Use picture and word part clues to decode
- Read to infer deeper meaning

Teacher Preparation

- Student a teacher copies of “Hop Rabbit, Jog Turtle”

Building Comprehension: Setting the Purpose (3-5 mins)

Readers, yesterday we practiced reading “Hop Rabbit, Jog Turtle” together. Today, you will read with your partner!

Set the purpose: Reading is thinking! We will read to think about a big question: What lesson does Rabbit learn?

Partner Reading (30 mins)

Review partner reading routine: Today, you will read with your partner! As reading partners, you each have a very important job. Sometimes you will listen to your partner as they read the words. You will make sure your partner is pointing to the words as they read, and tapping and blending when they need to. You will congratulate your partner!

Sometimes you will be the reader! You will point to the words as you read. You will make sure to use a clear, inside voice so that your partner can hear you!

Have 2 students come to the front of the class and model partner reading on the first page.

1. Partner 1 reads the sentence, tracking the words with their finger.
2. Partner 2 helps and restates.
3. The partners reread in unison for fluency.
4. Partners switch roles on the next page: Partner 2 reads the sentence, tracking the words with their finger.
5. Partner 1 helps and restates.
6. The partners reread in unison for fluency.

Decoding Behaviors *Students are…*	Comprehension *Students understand…*
-segmenting and blending to sound out CVCC words *Prompts to support:* *-What is the first letter? What sound does it make?* *-What is the next letter? What sound does it make?* *-What is the final letter? What sound does it make?* *-What is this word part? What sounds do these letters make together?*	**-sequencing in the text** *What happens first? Next? Last?* *What happens in the beginning? Middle? End?* **-characters' choices, thoughts and feelings** *Pg. 2: What can you tell about Rabbit?*

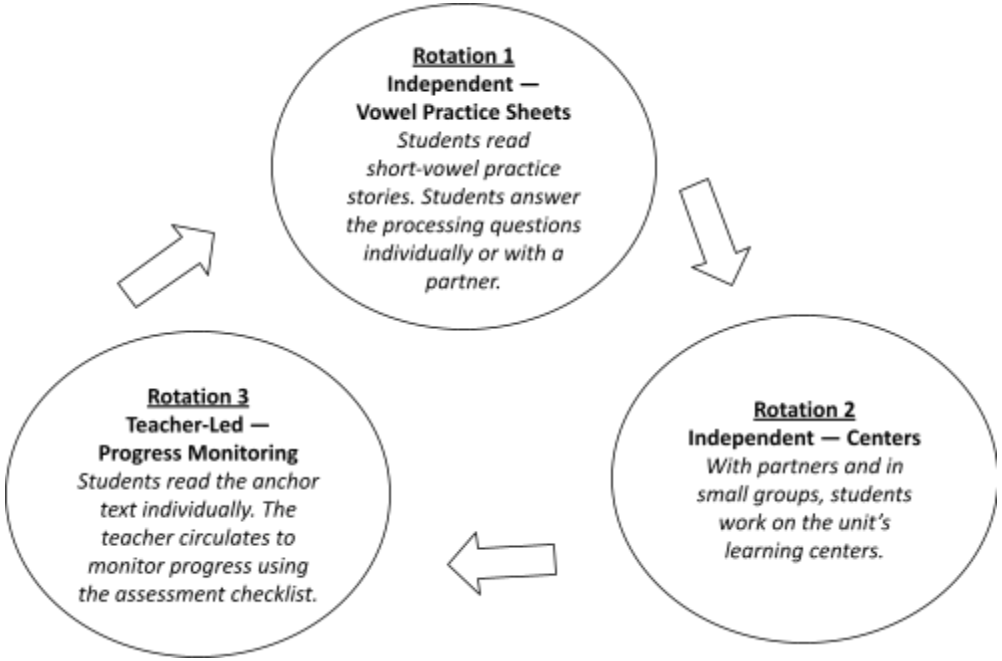
-What happens if you add (sound or letter)? What word is it now? *-What happens if you change (sound or letter) to (sound or letter)? What word is it now?* **-recognizing sight words in text** Prompts to support: *-This is one of our red words. Air-write it. Do you remember the red word?* *-Show the red word card.* **-using Looks Right/Sounds Right/Makes Sense** **-***Look at the picture. What word makes sense?* *-Read the sentence, but skip the word. What word makes sense?* *-What is happening on this page? What word makes sense?*	*Pg. 4: Why does Rabbit choose to sit down?* *Pg. 5:* *-Why does Rabbit choose to take a nap?* *-What happens when Rabbit takes a nap?* *-How are Rabbit and Turtle feeling?* *Pg. 6-7: How are these pages connected?* *Pg. 8:* *-How does Rabbit feel? How does Turtle feel?* *-What lesson does Rabbit learn?*

If partners finish reading, prompt them to reread.

Reflection (10 mins)

Class discussion: What lesson does Rabbit learn? How does Rabbit learn this lesson?
How can you connect with the lesson Rabbit learned?
How did your partner help you as a reader?

Day 5	**Day 6**	**Day 7**
—First 10 minutes of class: do a fun whole-class activity. *—Next, divide the class into three equal groups. Groups will work at one of the 3 rotations for 30-40 minutes.* *—Last 10 minutes of class: gather in a circle and ask students to reflect on the day. Questions may include:* — Who helped you today? How? — What is one new thing you learned today? — What is one way you were challenged today? How did you handle the challenge? — What went well today? What could have gone better? *—On Days 6 and 7, each group will move to the next rotation.*		



Looking for the Cat in the Ghat (Stage 2, Day 8)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Reflect on reading skills and strategies in order to celebrate growth as a reader

Teacher Preparation

- Student and teacher copies of "Hop Rabbit, Jog Turtle"
- Celebration Materials

Class Reading (5-10 mins)

Readers, you should be so proud! You have worked hard to read and understand "Hop Rabbit, Jog Turtle"! Let's read together!

Project the text. Call on students to fluently read each page.

Celebration (30 mins)

Today we will celebrate our hard work.

Ways to celebrate reading:
-Community Share: Invite community members into the classroom. This can include caregivers, school staff, or anyone important to students. Have each pair conduct a read-aloud of the text for a community member

-Reading buddies: Connect students with a younger class. Have pairs read aloud the text to their younger schoolmates.

-Create a craft: Use paper bags, popsicle sticks, or any available materials to build animal dens and animal puppets to live in the dens.

-Letter to the author: Write a letter as a class. Include favorite parts, things we learned, and thanks.

-Write a sequel: Work in pairs to write a book about another animal race, or a book where Rabbit learns a different important lesson.

-Take a field trip: Go outside and have a class race!

-**Star ceremony:** Each child receives a star in celebration of their reading achievements.

Monitoring (5-10 mins)

What strategies helped you read this book?

How do you feel after reading the book?

What can readers do to celebrate reading?

Why is it important to celebrate reading?