

I Hop

Word Count: 16 **Text Type:** Narrative

High-Frequency Word Focus: I

Content Word: hop

Language Features: (punctuation, vocabulary, sound and letter knowledge)
full stops; CVC patterns; short o

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: write a lower case letter

LITERATURE

Responding and examining: identify events; share feelings and thoughts about events and characters

Creating literature: retell text through performance

LANGUAGE

Language for interaction: use language to express likes

Text structure and organisation: recognise purpose of a full stop

Expressing and developing ideas: recognise a sentence as a key unit for expressing ideas

Sound and letter knowledge: recognise sounds and rhyme in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students if they have ever seen a squirrel or a picture of a squirrel. Discuss where squirrels live, how they move, and what they eat.

Encouraging prediction: Read the book's title to students. Ask them to consider the illustrated character on the cover, what it is doing, and what it is holding. Turn to and read the title page. Ask students to look at the illustrations throughout the book and take note of what the squirrels are doing on each page. Then, have them use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about what the squirrels do in this story, they will be talking about full stops, and the letters and sounds that make the word *hop*.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students with expression. Pause at the end of each page to point to the illustration and draw students' attention to each squirrel as it joins the formation of friends on the ground.

Guiding: Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to pause and assist by giving prompts or clues. Suggest strategies, such as using picture cues or prior knowledge of letter/sound patterns. Allow appropriate "wait time" and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Discuss why the text is repeated. Examine the subplot in the illustrations, discussing how each squirrel might feel at not reaching the acorn. Discuss what the final squirrel, who runs away with the acorn, might do with it. Explain the difference between imaginary and informative texts, and ask students which they think this book is and why.

■ Literature

Responding and examining: Have students tell how they felt each time a squirrel was unable to reach the acorn. Ask what they thought of the squirrels working together to reach the acorn.

■ Language

Language for interaction: Ask students which illustration in the book they liked the most and why.

Text structure and organisation: Explain the role of a full stop. Tell students it marks the end of a sentence. Demonstrate by reading aloud and pausing to take a breath at the end of one sentence before starting the next.

Expressing and developing ideas: Explain to students that a sentence represents one complete thought or idea. Then, have them complete a simple sentence with an action word such as *run*, for example, *I _____*.

Sound and letter knowledge: Hold up a flashcard that reads *hop*. Ask students if they know the names of any of the letters in the word *hop*. Point out that *h* is a consonant, *o* is a vowel, and *p* is a consonant. Invite students to suggest more words that rhyme with *hop* (for example, *mop*, *pop*, *top*). Accept suggestions such as *flop* or *chop*, but keep students' focus upon basic CVC patterns.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *I Hop* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Have students draw pictures of two other animals that can hop and write the letter each animal starts with.
- Have students draw a picture illustrating what they think the final squirrel might have done with the acorn after running away.
- Ask students to stand in a line to dramatize the story. Have them repeat *I hop* using different voices, pace, pitch, and expression.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

1a – I Hop

1. The word *hop* has a letter *o* in the middle.

Draw a box around each *o* that you find.

o

e

o

a

i

o

u

o

e

o

2. Put a full stop in the correct place.

I hop___

I sit___

I run___

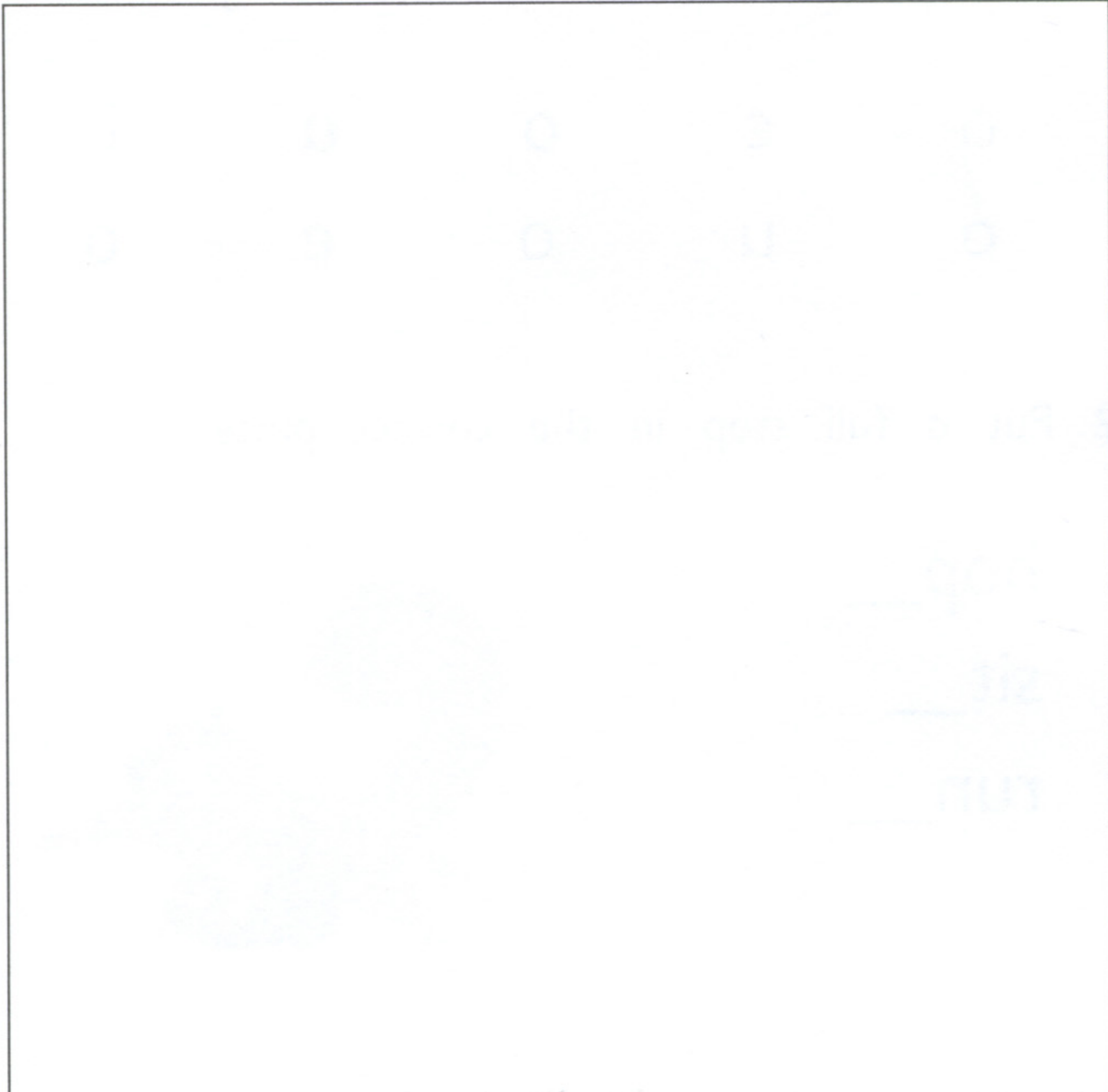


Name _____

1a - I Hop

Can you hop?

Draw yourself hopping.



Name _____

1a - I Hop



Draw a picture to show what happened at the start and at the end of the story.

Write / in the space.

Start of the story

_____ hop.

End of the story

_____ hop.