

NOT a Rock

Written by Kim Thompson

Grade Level: PreK-2

GRL: D **Lexile:** 150L

Subject: Phonics

Genre: Fiction

Key Idea: Develop fluency by decoding story text with words that have the short **o** sound

Standards Addressed: RF.1.3.A-B Reading: Foundational Skills, RL.1.1 Reading Literature

1. Before Reading

Make Predictions

Look at the book's cover and title. Discuss what students see and what they think the book is going to be about. Invite personal connections.

Teach Phonics Skills

Copy pages 5 and 6 of this *Teacher Note* for each student. Ask students to cut apart the picture and letter cards. Make sure students understand the sound-symbol correspondences they will read in the story.

Say consonant sounds **/b/**, **/k/**, **/d/**, **/h/**, **/p/**, **/r/**, **/s/**, and **/t/**. Ask students to hold up the corresponding letter cards **b**, **ck**, **d**, **h**, **p**, **r**, **s**, and **t**. Point out that the digraph **ck** makes just one sound.

Say the short **o** sound and ask students to repeat it after you. Say these word pairs, asking students to raise their **o** letter card when they hear the short **o** sound: *duck/dock*, *hop/hip*, *hat/hot*, *pop/pep*, *tip/top*.

Slowly say and blend the sounds in *bob*, *dock*, *dot*, *hop*, *hot*, *pop*, *rock*, *sob*, and *top*. Ask students to raise a picture card to show the word they hear. Then, help students count and blend the sounds in each word as they use their letter cards to spell the words.

Teach High-Frequency Words

Make sure students know the high-frequency words they will find in the story. Spend extra time on irregular words, shown in **bold**, which do not follow common phonics patterns.

a	calls	may	on	they
and	if	must	play	will
back	is	not	see(s)	
be	it	off	the	

Introduce the Genre

You can tell this book is fiction because it is about made-up characters and their adventures. The illustrations were drawn by an artist.

Establish a Purpose for Reading

We will read to find out what is NOT a rock. We will practice reading words that have the short **o** sound.

2. During Reading

Read Together

Chorally read the story aloud together as students point to each word. Or, have students read aloud independently, using quiet voices, as you monitor. When readers have difficulty, stop and provide feedback. Help students associate letters and sounds, blend sounds to read words, and reread sentences fluently.

Check for Understanding

Ask questions about the story. Prompt students to support their answers with details from the text.

- Who are Rob, Dob, and Bob?
- What is a dock?
- Where does the story take place?
- Do you think it is a rock? Why or why not?
- What does it mean to be curious?
- Where do the frogs go after they hop, bop, and pop off the dock?
- What kind of animal is Tod?
- Why is Tod sad at the end of the story? Why are the frogs happy?
- What do you think will happen next in the story?
- Tell about a time you were pleasantly surprised.

Reread and Retell

Ask pairs to reread the story to each other. Each partner may read the whole story, or students may alternate pages. Allow time for pairs to retell the story in their own words, using the illustrations as cues. Invite partners to discuss the story and give opinions about whether they liked it.

In a whole-group follow-up, discuss and agree on the story's characters (Rob, Dob, Bob, Tod), setting (pond), and events (Rob hops off the dock, etc.). What might happen to the story if just one character, setting, or event were different?

3. After Reading

- Add words from the story to classroom word walls or word lists.
- Build fluency by reading the story again tomorrow or in a few days.
- Read more stories that feature the short **o** sound, such as *Stop! Bot!* by James Yang.
- Plan to read nonfiction books about frogs, turtles, and pond ecosystems.

Follow-Up Lessons

- Have students glue the picture cards from page 6 of this *Teacher Note* to a sheet of paper to help show the order of events in the story. They can write words from the story to label the pictures.
- Guide students in writing short **o** words from the story to complete a Word Ladder. (See page 7 of this *Teacher Note*.)
- Prepare several Bubble Maps that each have the stem of a short **o** word family in the center (examples: **-ot**, **-ock**, **-op**, **-og**). Ask students to fill the spaces with words that belong to the family. (See page 8 of this *Teacher Note*.)

Writing Activities

- Dictate phrases and sentences with short **o** words for students to write and illustrate. Use the phrases and sentences shown in the book on page 22.
- Rewrite the story from Tod's point of view. Include illustrations.
- Draw, label, and write facts about pond animals.

School-to-Home Connection

- Send home the picture and letter cards from pages 5 and 6 of this *Teacher Note* along with the book.
- Send home the Word Ladder from page 7 of this *Teacher Note* along with the book.

4. ESE/SWD

- Spend extra time teaching and reviewing sounds, letters, and high-frequency words that will appear in the story.
- Do not hold students accountable for independently reading words with the **ck** digraph.
- Have students listen to an audio recording of the story prior to the whole-group lesson.
- Read each page of the text aloud and have students echo you as they point to each word.

5. ELL/ESOL

- Use visuals to represent spoken words. If needed, find photos and videos on the internet.
- Speak slowly and enunciate words clearly. Make sure to articulate each sound.
- Be mindful of your gestures and facial expressions to make sure they support understanding.
- Write words under the picture cards on page 5 of this *Teacher Note* to create a glossary for students. Encourage students to refer to it as they read and respond to the story.
- Use props and actions to demonstrate word meanings. For example, show a *dot* and act out what it means to *hop*.
- Ask students to share their background knowledge about ponds and pond animals.
- Help Spanish, Cantonese, and Vietnamese speakers articulate the short **o** sound, as these languages do not contain the sound or contain only an approximate transfer of the sound. Model correct mouth position and ask students to copy you. Provide handheld mirrors for support. Relate the sound to saying “ah” when the doctor checks your throat and to making your mouth into a circle shape that resembles the letter **o**.



NEW Digital Read-Alongs With Audio and Word Highlighting

Tips for Teachers

- Connect to your SMART Board or projector for teacher and student interaction.
- Read aloud together standing up.
- Highlight, underline, and circle information (e.g., sight words, phonics, vocabulary).
- For each page, have a student be in charge of pointing to each highlighted word as it is read.
- Play “I Spy” and have students find sight words, phonics patterns, vocabulary words, punctuation, etc.
- Use with ELL/SWD as a center to listen and then practice reading for fluency.
- Share with parents at home so students can practice reading.

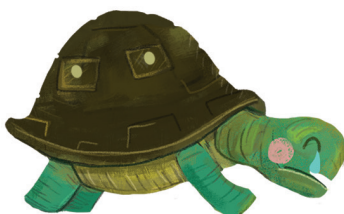
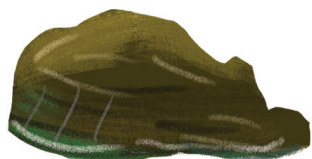
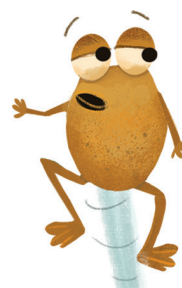
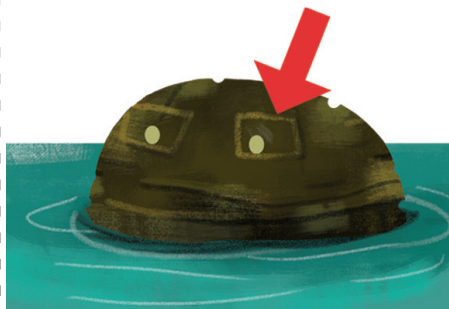
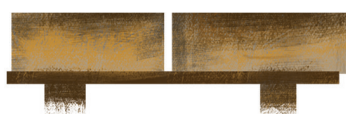
Visit our website for our complete collection of graphic organizers:
<https://www.crabtreebooks.com/resources/graphic-organizers>

Picture Cards

Name: _____

Cut the cards apart.
Match them to words.

Date: _____



Letter Cards

Name: _____

Cut the cards apart.
Use the letters to build words.

Date: _____

b

b

ck

d

h

o

o

p

p

r

s

t

Word Ladder: NOT a Rock

Name: _____

Write a word for each clue.

Climb from the bottom to the top.

Date: _____

A little jump.
Change one letter.

Opposite of *bottom*.
Change one letter.

What popcorn does.
Change one letter.

To bounce.
Change one letter.

The frog that pops off the dock.
Change one letter.

sob

Answers: Bob, bod, top, hop, doq, 'do, 'dod, 'doq, 'qob

Bubble Map

Book title _____ Name _____

Date _____

