Stage: Partial Alphabetic
Skill Level:

Purpose: Post and read these statements with students to set a purpose for reading.

I can sound out words I don’t know.
I can predict what will happen in the story.
I can answer questions about the story I read.
After I read the words, I can use the pictures to make sure the words I read make sense.
I can retell a story.

Materials:
Letter cards (b, s, p, i, t, e, u, h, g, j, o, f, n, a) or wipe-off board and marker.
Printed or e-copy of the book.
Individual copies of the book for the students (black/white or color).
Sequence words (first, next, then, after that, finally) and connecting words (but, so, because).
high-frequency words printed on cards: you, will, see, I, go, and, says, me, by

Lesson Guide

Activity 1 Predict Using Title and Cover Illustration

Before doing this activity become familiar with the demonstration and explanation for Exploring the Book Cover activity.

Read the Title (Hop Rabbit, Jog Turtle) with students. Then look at the illustration on the cover to have students predict what the story is about. Help students to think about what the title and the picture help us predict about the characters and the setting. This is called the setup of the story.
Who are the characters? (turtle, rabbit)
What is the setting? (in a park, out in a field)
What are the characters doing? (Getting ready to race, hop, jog.)
Think-Aloud: Say: I see a rabbit and turtle lined up ready to hop or jog in a race near the woods. There is a fox nearby. The title says "hop rabbit" and I know that rabbits hop. It says "jog turtle" and I see a turtle. I know that turtles move slowly and they do not hop.
Activity 2 Word Work

Sounding Out Words and Recognizing Words
Before students read the book on their own practice these activities to prepare them to read the words accurately. Use pictures or act out the meaning of the words that will be practiced.

Phonemic Awareness: Point a finger for each sound you hear in a word as you segment the word into individual sounds (phonemes) and then blend the sounds back together.
- Words with 3 sounds: sit, win, bet, nap, pass, hop
- Words with 4 sounds: fox, hops, jogs
*The word fox is made up of 4 phonemes because the letter x represents two phonemes/kx/.

Sound-by-sound blending: Write the first letter of the word on the board and have students say the sound. Write the second letter and have students say the sound. After students pronounce the first vowel, blend the vowel and the consonant(s) that came before it together. Then continue to have students pronounce the last consonant sound(s) and then blend all the sounds of the word together. (win, sit, bet, nap, hop, hops, jogs).

Word Chain: Use letter cards: (b, s, p, i, t, e, u, h, g, j, o, f, w, n, a).
Before doing this activity become familiar with the demonstration and explanation for Word Chain activities.
In the word chain activity, students learn to listen for a one sound change as the teacher says the next word in the chain. Students will listen for a change in one sound, the addition of a sound, or the deletion of a sound. They respond by making the change of letter(s) to represent the change of sounds. Announce the first word for students to spell. After students spell the first word, say the following: “You are going to listen carefully to how I change each word by just one sound. You can only change one sound each time to spell a new word.”
Follow the steps for the word chain. Try to show a picture or explain the meaning of any words students don’t know. Connecting spelling to meaning will help students to recognize words faster when they see them in print.
Follow the steps for the word chain.
Say to students: Spell nap.
Say: Change nap to nip.
Say: Change nip to sip.
Say: Change sip to sit.
Say: Change sit to bit.
Say: Change bit to bet.
Say: Change bet to but.
Say: Change but to hut.
Say: Change hut to hug.
Say: Change hug to jug.
Say: Change jug to jog.
Say: Change jog to fog.
Say: Change fog to fig.
Say: Change fig to wig.
Say: Change wig to win.

High-frequency words
Word cards: you, will, see, I , go, and, says, me, by, and
Use the cover of the book.
I can go to _________________. (fill in a place)
I cannot go to ________________. (fill in a place)
In the forest I will see a ________________. (any animal of the forest)
In the forest you will see a ________________ and a _______________. (any animal of the forest)

Practice with these 2 sentences after reading the book:
The turtle says “_________________.” (fill in something the character might say)
The rabbit says “_________________.” (fill in something the character might say)

**Activity 3 Individual Reading with Feedback from Teacher**

Let students try to read the words in the book on their own. This allows students to apply their decoding skills to sound out the unfamiliar words in the book. The teacher can listen to one student read at a time and give each student individual help as needed with their pronunciation. When a student makes an error on reading a word, help that student to sound out the word and then blend the sounds back together. Try not to tell the word to the student, instead help the student sound it out.

**Activity 4 Second Reading of Book: Do a choral reading of the book with students**

My turn, Your turn. The teacher reads a line from the text and the students follow in their books and point to each word as the teacher reads it. Next, the students read the same sentence. Look to see if students are pointing to each word.

Example:
My turn: As Rabbit naps and Turtle jogs by him.
Your turn: As Rabbit naps and Turtle jogs by him.

Use a Readers’ Theater Format to convert the story into a play. Check out the video under Who is Sleeping? To explain to your students how to do this.

Link: https://wordscientists.org/board-view/?id_Jbgj3qldLYw_video_

**Activity 5 Third Reading of Book: Comprehension and Oral Language Practice**

Reread each page of the text with students. Guide students to understand the story and make inferences with help from the illustrations. Ask questions that require inferences based on careful attention to the text or pictures.

Do a think-aloud to help students understand how both the words and illustrations help us understand the story. Ask text-dependent questions that help guide students to understand how the story details and author’s craft enhances the story message. Important steps in the close reading process are:

- Students reread parts of the book to show the evidence for their answers to the questions the teacher asks.
  - Example: Read me the part that tells what Rabbit did.
- Teachers help students make inferences about what happens in the story, how the characters’ feel, or what they are thinking. The teacher guides students to tell why they think something happens using the words and pictures as evidence to support their inference.
  - Example: Why do you think Rabbit took a nap? (Answer: Because he did not think Turtle could catch up to him. My evidence is that the text says “Turtle cannot pass me.”)
- Teacher ask questions that have the students react to the story.
  - Example: How did you feel when Turtle won the race?
- Teacher asks questions at different English oral language levels to encourage the participation of all students, including those students that are not yet speaking English. Students at lower oral language levels can respond by pointing to what they can understand or acting out the meaning of a word or event.

**Text-Dependent Questions**

On each page, there are questions for students who are at different levels of English language development.
After one student gives an answer to a question, the teacher models the correct answer in a complete sentence. Ask the student who gave the answer where the answer came from in the book or picture to show the other students.

Page 2 Text: Rabbit tells Turtle, “You will see. I will win.”

Rabbit tells Turtle,
“You will see. I will win.”

Oral Language Level 1:
Point to the character, Turtle. Point to the character, Rabbit. Point to the character, Fox. Point to the character, Bird. Point to the character, Deer.

Oral Language Level 2:
What are the characters doing? (They are getting ready for a race.)
What does the Rabbit say? (“You will see. I will win.”)

Oral Language Level 3:
Infer: Why does Bird look mad or annoyed? (Maybe Bird doesn’t like that Rabbit is bragging.)
How do you think Bird feels when Rabbit brags that he will win? (Bird looks annoyed.)
Infer: Why does Rabbit think he will win? (Answers may include that Rabbit knows he can hop fast and that a turtle walks very slowly.)

Page 3 Text: “1,2,3,GO!” yells Fox. Rabbit hops and Turtle jogs.

“1,2,3 GO!” yells Fox.
Rabbit hops and Turtle jogs.

Oral Language Level 1:
Point to who is first. Point to who is last. Point to Fox

Oral Language Level 2 & 3:
How does the rabbit move? (The rabbit hops.)
How does the turtle move? (The turtle jogs.)
Infer: Why is Rabbit ahead of Turtle? Answers can include the speed at which each animal moves. Discuss the difference between ways of moving. Ask students which is faster.

Model Retell of the Setup of the story:
One day Turtle and Rabbit decide to have a race. Rabbit brags that he will win. Then, Fox says, “1,2,3,GO!” Rabbit hops fast and gets ahead of Turtle.
Page 4 Text: Rabbit says, “I can sit and sit. Turtle cannot pass me.”

Rabbit says, “I can sit and sit.
Turtle cannot pass me.”

Oral Language Level 1:
Point to Rabbit. Show me with an action how Rabbit feels. (Look tired, maybe yawn and stretch).

Oral Language Level 2 & 3:
What does Rabbit do? (He stops to sit under a tree)
What does Rabbit say about Turtle? (“Turtle cannot pass me.”)
Infer: Why does Rabbit think Turtle cannot pass him? (Because he knows he can hop faster than Turtle. Turtle moves very slowly and is far behind Rabbit.)

Page 5 Text: Rabbit naps and Turtle jogs by him.

Rabbit naps and Turtle jogs by him.

Oral Language Level 1:
Point to Turtle. Show me with an action what Rabbit is doing. (napping)

Oral Language Level 2 & 3:
How do you think Turtle feels? What is your evidence? (Students should notice the sweat dripping from Turtle showing how hard he is trying. He feels tired but determined.)
Infer: What do you think Turtle is thinking as he passes by Rabbit? (Answers may vary.)
Infer: What can you predict will happen next?
Page 6 Text: Rabbit gets up. “Turtle will not pass me,” yells Rabbit.

Rabbit gets up.
“Turtle will not pass me,” yells Rabbit.

Oral Language Level 1: With an action, show me what Rabbit does. (Stretch out arms as if waking up.)
Oral Language Level 2 & 3:
What happens next? (Rabbit wakes up.)
What does Rabbit think happened to Turtle? (He is far behind him.)
Infer: What really happened to Turtle? (He passed Rabbit.) Where is Turtle? (getting near finish line.)

Page 7 Text: But Turtle did pass Rabbit. Turtle wins!

But Turtle did pass Rabbit.
Turtle wins!

Oral Language Level 1:
Point to Turtle. Point to Rabbit. Point to the finish line. Tell me how Turtle feels.
Oral Language Level 2 & 3:
Who wins the race? (Turtle wins the race.)
Infer: How do you think Turtle feels when he wins? (proud, happy, sad, glad, excited) How do you know?
How do you think Rabbit feels? (disappointed, surprised, shocked,) Why do you think he feels that way?

Page 8 Text. “If you nap, you cannot win,” says Rabbit.”

“If you nap, you cannot win,” says Rabbit.

Point to the character that won the race? Which characters are happy? (Deer, Turtle, Fox, Bird)
Oral Language Level 2 & 3:
How do you think Turtle feels at the end of the story? (proud, excited, thrilled) Why do you think he feels that way?
How do Turtle’s friends feel? (proud of Turtle, happy Rabbit didn’t win, thrilled that Turtle won) What is your evidence? (they pick Turtle up and they are all smiling)
Infer: Read what the Rabbit says: “If you nap, you cannot win.” Why do you think the author had Rabbit say this? (Rabbit realizes he made a mistake to stop, rest, and nap.)

Activity 6 Retell the Events in the Book

Teacher models and students practice a retell of story according to story grammar at the action-sequence stage of story narrative development (set-up of story, events in sequence, infer characters' feelings).

Directions:
Model a retell of the story: Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story.
Students can help the teacher re tell parts of the story or fill in words when the teacher pauses. Use mental verbs (e.g., decides, realizes, or wants) to model how to tell what you infer the character is thinking. The academic language words are bolded in the model retell.

Retell the story:
One day Turtle and Rabbit decide to have a race. Rabbit brags that he will win. First, Fox says,” 1,2,3, Go!” Next, Rabbit hops ahead of Turtle. Then, Rabbit decides to stop and nap under a tree because he is so far ahead of Turtle. But while Rabbit naps, Turtle passes right by him. Finally, Rabbit wakes up, but it is too late for him to win because Turtle is crossing the finish line. All the animals are thrilled that Turtle won, because they didn’t like when Rabbit bragged. Turtle feels so proud, and Rabbit realizes that if you nap, you cannot win the race.

Students can practice retelling parts of the story. The teacher has the sequence words (first, next, then, after that, finally) and connecting words on cards (but, so, because). Use the pictures from the story to help students remember details of the story to retell.

Activity 7 Cut-Up Sentences

Before doing this activity become familiar with the demonstration and explanation for the Cut-up Sentences activity.

Directions: Prepare the sentences on a strip of paper and then cut the sentence into individual words, but leave the period with the last word of the sentence as a clue. It is helpful to write each sentence in a different color or on a different color paper so students don’t mix up the words from different sentences. Guide students to use strategies to put the words back in order to make sense. The first clues students can learn to use are: 1) an uppercase letter can signal the first word in the sentence 2) the punctuation (e.g., period, exclamation mark) at the end of the sentence (use examples) 3) letter-sound knowledge, and 4) use of sentence structure clues.

- Turtle will not pass me.
- “If you nap, you cannot win,” says Rabbit.
- Rabbit tells Turtle, “You will see. I will win.”
- Rabbit, naps and Turtle jogs by him.
- Rabbit hops and Turtle jogs.
- Turtle wins.
- Rabbit gets up.
Activity 9 Draw and Write

It is fine for students at this stage of development to draw their response to the story and try to spell some of the words they want to say about their picture. It is better for them to try to spell words by sounding out the word and using their letter-sound knowledge than just copying from the book. Have the students draw a picture of one of the animal characters with a speech bubble that says something the animal might say. It can be an example from the book, or they can be creative. Suggest they write what the character is doing and thinking at the time of the action or event.
Example:
Draw a picture of a Turtle with a speech bubble: “I win!”
Write: Turtle is happy because he won the race.

*Note: Students can use the letter-sounds they know to write words. For example a student may not be able to write the word “race.” They may spell it as “ras.” This is called ‘invented spelling’ and it allows students to write words beyond their spelling knowledge. Below is an example of an invented spelling sentence by a student in the partial alphabetic stage of reading: “Turtle is hpe becz he wun the ras.” (Turtle is happy because he won the race.)

Activity 10 Practice Reading or Sorting Words with Short Vowels.

- Have students practice reading the words in the short vowel chart at the end of the book.
- Write the words on cards and have students sort the words by their short vowel sound.

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<th>Short /e/</th>
<th>Short /a/</th>
<th>Short /u/</th>
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<td>him</td>
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