



Week One

"Stop. You must not hop on Pop."



Passage:

“Stop. You must not hop on Pop.”

Why this passage:

The passages for this level are brief and will focus on a specific reading and writing goal.

What to note:

Many of the ideas in *Hop on Pop* tap into childhood imagination and experience. What child has not hopped on his or her Pop? And which of us hasn't then heard a resounding: “Stop!” Most kids have experienced the confusion of great fun gone too far. This collision--what adults and kids think is fun--is universally captured in the rhyme: “Stop. You must not hop on Pop.” Recognition and familiarity is what brings great giggles and interest to children.

How to teach:

Seuss sets up his books for phonics practice. He places words at the top to sound out before attempting to put them in a sentence. If your child is reading simple picture books, have them read the entire spread:

“Hop. Pop. We like to hop. We like to hop on top of Pop. Stop. You must not hop on Pop.”

Help your child to recognize rhyme, noticing that rhyming words are found throughout the passage, and that only a change in the beginning sound(s) creates the rhyme:

- ★ hop
- ★ top
- ★ Pop
- ★ stop

Notice how Seuss builds sentences to help build confidence. “We like to hop” is read before adding more, “We like to hop on top of Pop.”

Review with your child that all names are capitalized, therefore, Pop is capitalized because it is the father's name.

For the new reader, help your child to sound out the words in bold. Then you can read the sentence, pausing for your child to fill in the practiced words: hop, Pop, stop.

Phonics Lesson:

The primary goal this week is to reinforce sound-to-letter correspondence. Children need to understand that words are represented by letters, and that each sound that we hear in a word is linked to a specific letter or letter combination. The sound is called a **phoneme**, coming from the Latin base *phon*. The corresponding letter (what you see written) is called a **grapheme**, from the Latin base *graph*.

There are many English words related to sound that use this Latin base:

phon

- ★ phone
- ★ phonics
- ★ homophone
- ★ xylophone

graph

- ★ autograph
- ★ telegraph
- ★ mimeograph
- ★ graphic

The sound-to-letter link is called **phoneme-to-grapheme correspondence**. In other words, we speak sounds and use letters of the alphabet to represent them. Because English allows for a variety of letter representations for the sounds our mouths make, it helps to be aware of that fact as you teach reading and writing.

For instance:

The grapheme (letter) represents the phoneme (sound) /b/.

Simple enough, right?

However, it is not so straightforward with some other sounds our mouths make:

The grapheme <c> represents either the phoneme /k/ or the phoneme /s/.

Not so simple!

This variety of sounds represented by one letter is what causes early readers some consternation as they navigate how to transcribe the sounds our mouths make with the correct alphabet letter in writing.

Notice the brackets used to represent the written letter versus the slashes for the spoken sound.

Throughout *The Wand*, we'll use this format to indicate the difference between the **phoneme** (what we say) and the **grapheme** (what we write to represent that sound).

Your young reader probably already knows the basic reading code. Throughout this month's issue of *The Wand*, you will be reinforcing and reviewing most of the basic phonics sound-to-letter code, which will include:

Notes for the advanced learner:

No matter where your child is in the reading process, it is always good to teach and reteach the phoneme-to-grapheme link, especially for vowel sounds. This is called a "P-G Review" in some phonics programs. Reteaching and review are especially important as a child progresses in reading, because multiple spelling options learned over time can lead to confusion and unstable learning. Also, all of the lessons presented in *The Wand* support both reading and spelling, practiced through writing. These lessons can be modified or used as review for older children.

★ **Short vowel sounds:**

- /a/ as in “apple”
- /e/ as in “Ed”
- /i/ as in “itchy”
- /o/ as in “octopus”
- /u/ as in “up”

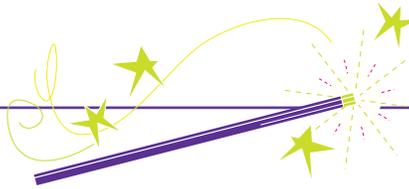
You can use any tag words or songs to help kids to recall these short vowel sounds. You can create a saying, such as “The cat is fed up with the dog!”

★ **Simple consonant sounds:**

- b, c (representing only the hard /k/ sound)
- d, f, g (representing only the hard /g/ sound)
- h, j, k, l, m, n, p, r, s, t, v, w, z
- Notice that <x> and <q> are not represented in this list.

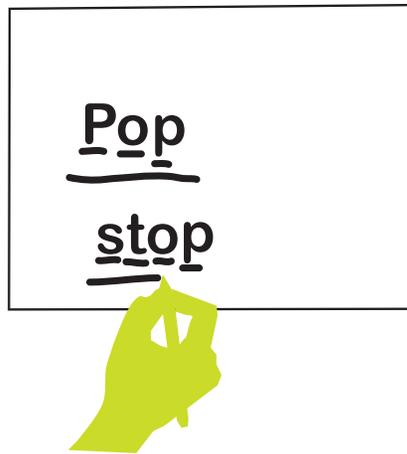
Don't worry about teaching the word <you> this week. It will be addressed later in the lesson. This week's passage reinforces these sound-to-letter correspondences: s, t, o, p, m, u, n, t, i, d, a, h, n, e.

Each week, a lesson is included to help you teach that week's principles to your child. To save you time, dialog suggestions are included and represented in quotes.



Teaching the Lesson:

1. Ask your child to draw a picture of Pop from the story. Most children like to draw, but some may prefer to have you help them trace the picture.
2. Point to the picture and ask the child to label the picture: <Pop>.
3. Remember: the brackets are for the parent's use only. Sideways brackets < > indicate the letter(s) you are to write, while forward slashes / / represent the sounds you are to say.
4. Say to your child: "Great, when we see letters, we know that letters represent sounds in a word: /p/ /o/ /p/" (Underline each sound as you speak, so the word looks like P o p when you are done. Do not say the letter names; say the individual sounds that will result in the spoken word: Pop.)
5. "When we sound out each letter, we can then blend the sounds together like this: /Pop/." (You can re-draw a line from left to right as you slowly sound blend the written word, so that it looks like this: <Pop>).
6. "We have three sounds in the word /pop/, but sometimes we have two or more sounds blended together, as in the word /stop/. Say and write each of the sounds in the word /stop/." Your child will write <stop> while saying the sounds of each letter.

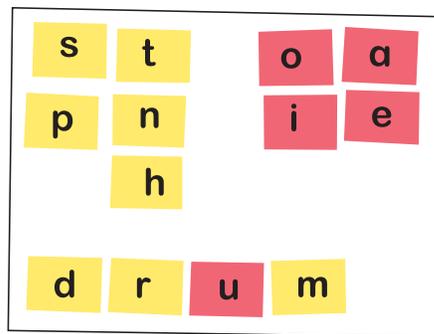


7. "Now, let's use one inch post-it notes to represent each sound in a word. For instance, in the word /stop/ we need four post-its for each of the four sounds we hear: /s/ /t/ /o/ /p/." Your child will write each letter for each of the four sounds on four post-it notes. Put the post-its next to each other to see the whole word.
8. The next step: "I am going to say sounds, and you write the letter for the sound I say. Let's start with vowel sounds, and write those on pink post-its: /a/ /e/ /i/ /o/ /u/". Help your child to write each vowel sound on a pink post-it note per vowel.
9. "I am going to say consonant sounds, and you write each of those on a yellow post-it: /s/ /t/ /p/ /m/ /n/ /d/ /h/." Help your child to write each consonant sound on a yellow post-it note per consonant.

10. Help your child to build simple blend words with the post-its that are phonetically simple and adhere to the short vowel expectations. Examples would be:

- ★ <must>
- ★ <spit>
- ★ <snip>
- ★ <stomp>
- ★ <mast>
- ★ <dent>

A word such as <walk> or <most> is not phonetically simple, so do not practice those words.



11. Encourage your children to use the post-it notes to create silly Seuss-style words, even nonsense words that follow the simple short vowel rules. Examples might include silly rhymes, such as:

- ★ <spit>
- ★ <smit>
- ★ <stit>.

12. Your children can use their nonsense words to create silly Seuss-style sentences: "Smit. Stit. Smit spit on Stit!"