



Read Aloud Transcript

Language Arts IA Module 16: Letter Oo

Hop on Pop

By: Dr. Seuss

Book ISBN #: 0-394-90029-4

Objectives:

- Students will learn about fiction books.
- Students will listen for rhyming words.
- Students will sort rhyming words.
- Students will produce rhyming words.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to be reading a book by Dr. Seuss. Dr. Seuss was a famous author with a fantastic imagination! He wrote stories that are made up. Those are called fiction stories. He created fictional characters and wrote about fictional events. Do you use your imagination to create things?</i>
Call on a few students to answer. Then say:	<i>Dr. Seuss liked to use his imagination in his stories, and he also liked to play with words. One way that he played with words was by rhyming. Rhyming is when words have the same ending. Listen to these words to see if you can hear the rhyme: sit/bit. They both end with -it! Can you hear it? Listen to these next words and tell me what they end with. Ready? Cap/map. They both end with...?</i>
Put your hand to your ear to encourage all students to respond. Say:	<i>Right! They rhyme because they both end with -ap. Can you think of another word that rhymes with cap and map?</i>

Call on a few students to answer. Say:	<i>Great job rhyming! As we read this book, listen for rhyming words. When you hear rhyming words, squeeze your hands together!</i>
Hold up the cover of the book. Say:	<i>The title of our book is Hop on Pop. Are you squeezing your hands? That's right Hop and Pop are rhyming words! Dr. Seuss is the author and illustrator. Let's read! Remember to use your ears and hands to listen for rhyming words!</i>

During Reading	
Directions	Teacher Script
Read pages 2-5. Say:	<i>What rhyming words did you hear?</i>
Call on a few students. Read pages 6-13. Say:	<i>I like seeing all those hands! There are so many rhyming words in this book. Did you hear the rhyming words that ended in -all? Can you think of other words that rhyme with all? (stall, call, hall, etc.)</i>
Call on a few students. Read pages 14-21. Say:	<i>Dr. Seuss was really using his imagination. Have you ever seen fish in a tree?</i>
Give students a thumbs up and thumbs down to show them to respond yes or no with a thumbs up, thumbs down.	<i>We know this is a fiction book when we see fish in a tree!</i>
Read pages 22-25. Say:	<i>What do these rhyming words end with? Answer: -ed</i>
Call on a student to answer. Say:	<i>Can you think of other words that rhyme with these -ed words? (fed, led, etc)</i>
Read pages 26-31. Say:	<i>What rhyming words did you hear?</i>

Call on a few students to answer. Read pages 32-41. Say:	<i>Why did Pop tell them to stop? Possible answers: It hurts him; he doesn't want them to; they need to take turns.</i>
Call on a few students to hear their ideas. Read pages 42-53.	<i>You are hearing so many rhyming words! Great job! We are almost to the end.</i>
Read pages 54-55. Say:	<i>On these two pages, there are two different endings that rhyme, but there is something that is the same about these words. Can you figure out what it is? Answer: The middle vowel is the same, short e.</i>
Call on a student to answer. Say:	<i>The ending sounds are different with wet and help, but they have the same middle sound, short e. Listen w-e-th-e-lp. You are listening so well!</i>
Read pages 56-64. Say:	<i>What did you think of all those rhyming words Dr. Seuss included in this book?</i>
Call on a few students to answer. Say:	<i>I saw a lot of squeezed hands while we were reading. You listened so well!</i>

After Reading	
Directions	Teacher Script
After finishing the story, complete the <u>Hop on Pop interactive</u> . Students will be sorting words in the -op and -et word families. Say to the students:	<i>We heard so many rhyming words in that book. We are going to keep practicing rhyming by sorting rhyming words together.</i>

<p>Pull up the T-Chart interactive.</p>	<p><i>On the left side of the screen, we have a spot for the -op words. On the right side is the spot for the -et words. The words we will sort are at the bottom. When it's your turn, you can read the word and tell me where it goes. Once we are done, we should have two groups of rhyming words!</i></p>
<p>Call on students, one at a time to read a word and tell you where to move it. Move the word and call on another student to continue the process. Once the T-chart is complete, say:</p>	<p><i>Wonderful work! Now we can read each side together to hear our rhyming words. Let's read the -op words first. Here we go!</i></p>
<p>Have students read the -op words together, pointing to the words as you go. Say:</p>	<p><i>Now let's read the -et words!</i></p>
<p>Have students read the -et words together, pointing to the words as you go. Say:</p>	<p><i>Now I know why Dr. Seuss uses rhyming words so much! They are fun to say! You did a great job finding, producing, and sorting rhyming words! If you liked this book, ask an adult to take you to the library to check out some other Dr. Seuss books. You might be surprised by all the rhyming words you hear!</i></p>