

## I Can Spot

I can spot and read these  
**short o** words in the text:

top

hop

Don

jog

hot

log

short  
o

Focus Sound-Spelling

## To the Top



by Lyndsey Kuster & Jade Victoria



“Let’s go to the  
top!” yells Jan.



At last, the pals get  
to the top!



“It is hot! Let’s look at the sap on this log for a sec!” says Jax.



The pals get their map and go!





“I see the top!  
Let’s hop to the  
top!” says Don.



The pals hop  
and jog!

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Name: \_\_\_\_\_



I can read the text.

## To the Top

“Let’s go to the top!” yells Jan.

The pals get their map and go!

“I see the top! Let’s hop to the top!”  
says Don.

The pals hop and jog!

“It is hot! Let’s look at the sap on  
this log for a sec!” says Jax.

At last, the pals get to the top!



1.

Color a star after each read.



2.



Circle or highlight all of  
the short o words you  
read.

Name: \_\_\_\_\_



*To the Top*

*short o*



Where did the pals go?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



Draw a picture.

Blank area for drawing a picture.

## *Word Hunt:* To the Top

Find the short o words listed below in  
your text. Color each word.

☐ top      ☐ hop

☐ Don      ☐ jog

☐ hot      ☐ log

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Find the short o words listed below in  
your text. Color each word.

☐ top      ☐ hop

☐ Don      ☐ jog

☐ hot      ☐ log

short o



# To the Top

short o



“Let’s go to the top!”  
yells Jan.

short o



The pals get their map and go!

short o



“I see the top! Let’s hop to the  
top!” says Don.





short o

The pals h**o**p and j**o**g!



short o

“It is h**o**t! Let’s look at the sap  
on this l**o**g for a sec!” says Jax.



short o

At last, the pals get to the t**o**p!



# DECODABLE BOOK | LESSON PLAN

## Materials

- ✓ *To the Top* reader
- ✓ white boards
- ✓ dry erase marker
- ✓ follow-up activities

## High Frequency Words

let(s), go, to, the, their, and,  
I, see, it, is, look, at, on, this,  
for, a

## Introduce the Text

- Display phonics focus card. Ask students to say the sound with you: /o/.
- **Tip:** Draw attention to their mouths. Have a handheld mirror handy so you can have students look closely at how their mouth moves and looks when they make the sound (if possible).
- Have students finger write "o" on the table, in the air, and on their palms as they say /o/. Show the students the copy of the book, "*To the Top*". Read the title aloud and give a short introduction of the story. "What do you notice about the title and the illustrations? What do you think this book is about?" Ask students to share their answer and discuss briefly. Share that we will have many opportunities to practice the short o sound in this story.
- Have students scan the book for words they already know. Share the high frequency words they will see in the book. Spend time teaching these words prior to reading the text, if needed.
- Review the short e sounds together. Isolate one word from the text. For example, "Let's point to a short o word in the text: top /t/ /o/ /p/ top." Explain that we can point to the words as we are reading to make sure we aren't skipping any important words on the page.

## While Reading

Have students choral read, echo read, or whisper read while you monitor and prompt. Encourage students to use a strategy, if needed.

Suggested Strategy: Emphasize the importance of making every sound they see in the word with their mouth. You can ask students to point to each letter, make the sound, and then blend the sounds together to say the word.

### Ask Students:

- Does that make sense?
- What sound does that make?
- Can I hear you re-read that again?

Encourage students to read at their own pace. During this time, take anecdotal notes. This can be helpful for you in differentiating instruction for each student.

## Post Read & Write

- **Dictation Practice:** Dictate the sentence, *Let's hop to the top*, while students write it on their white boards. Have students circle all words with /o/ sounds.
- Have students retell the story together. You can ask them to refer back to the text, if needed.
- You can ask the following comprehension questions: What are the kids doing in the text? What did they look at?
- Review any words that were tricky for students to read.

## Follow-Up Activities

- Students can read the text again. They can circle or highlight all short o words in the text.
- Students can answer the comprehension question about the text. Students can do a word hunt of the short o words in the text.
- Students can read and build the text using word strips, word sorts, or word ladders.
- **Word Work Games:** Students can practice the short o focus skill with a partner and/or independently by playing the Spin to Win Game.

BOOK TITLE: \_\_\_\_\_

DATE: \_\_\_\_\_

[illegible]

Name: \_\_\_\_\_

Short O

1. Say the sound  
and picture.

/o/



2. Read the  
words.

---

Tom	jog	fox
hop	dog	Bob

---

3. Read the  
sentences.

Tom is a big dog.  
He sees Bob the fox.  
They hop on the log.  
They go on a jog.

---

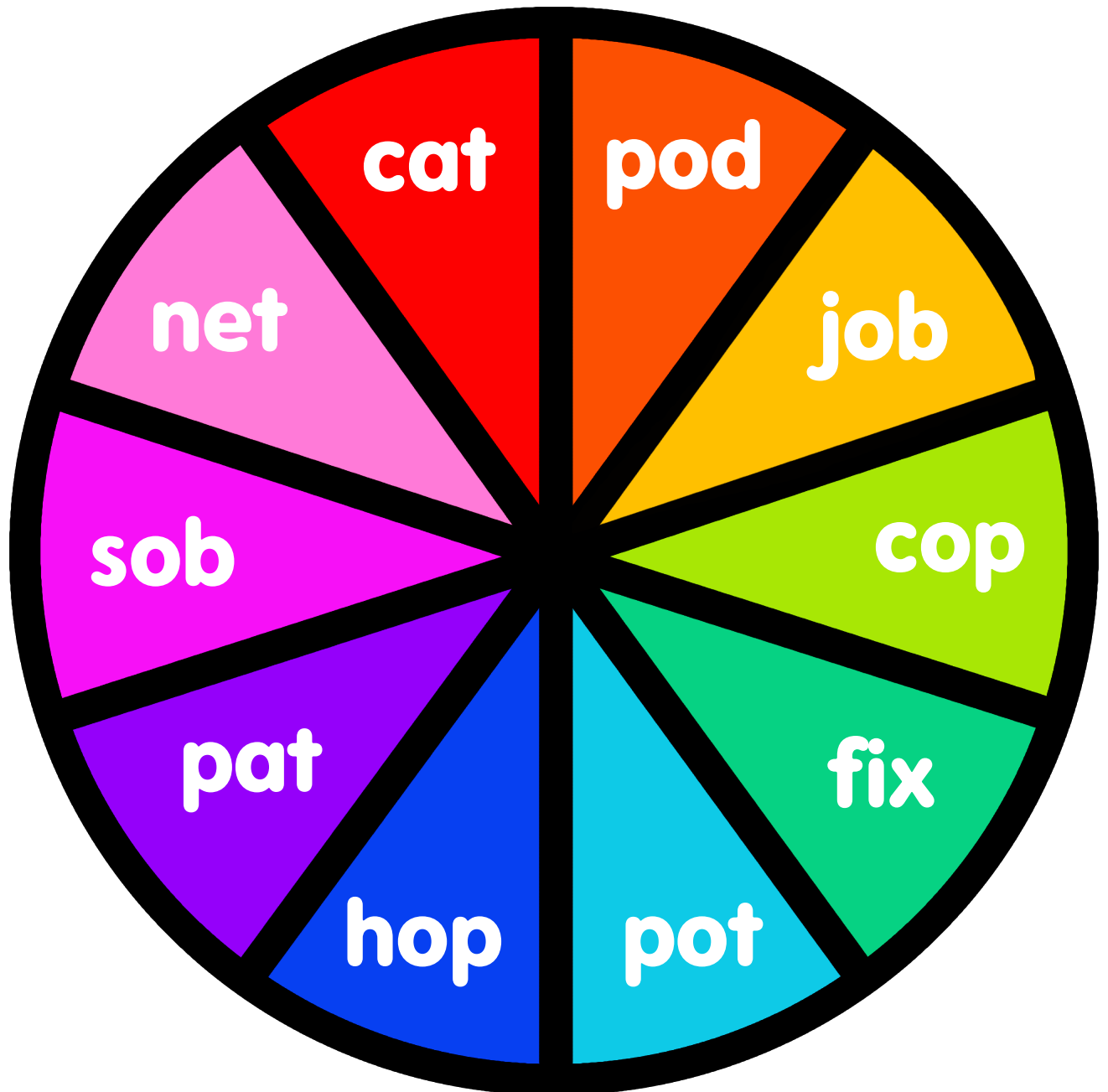
4. Draw a  
picture to  
match.





# Spin to Win!

This game is played with 2 players. Spin the spinner and write down the words that you land on. Keep going until you reach 5 words. Whoever has the most number of short o words wins!



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