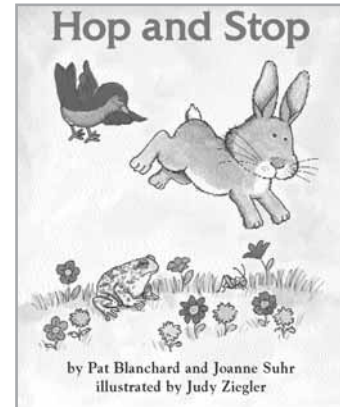


Hop and Stop

Author Pat Blanchard and Joanne Suhr

Illustrator Judy Ziegler

8 pages ■ 35 words



Hop and Stop

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
S	G	I						

S = Shared G = Guided I = Independent

K– early 1st grade

SYNOPSIS

Different animals that hop also stop to look at other animals they meet. The last character is also prey to the animal looking at it and is urged to hide.

WHAT THE BOOK OFFERS

- Fiction
- Third person, present tense
- Repetitive text with subject change on each page
- Nonfiction note offered to extend information
- Opportunity to stay on topic when retelling
- Opportunity to self-correct
- Opportunity to attend to beginning, middle, and final letters
- High-frequency words
- Who, what, where of a story
- Incidents to retell
- Beyond “I” as a sentence starter

POSSIBLE SKILLS EMPHASIS

- Using background knowledge of what animals eat to predict what could happen at each stage of the story.
- Identifying and using pattern of text to develop fluency
- Understanding the point of a story

	Em	Early				Fluent			
	1	2	3	4	1	2	3	4	
S	G	I							

S = Shared G = Guided I = Independent

Hop and Stop (continued)

INTRODUCING THE BOOK

What do you notice on the cover? Why would these animals be on the cover of a book called "Hop and Stop?" How do these animals move? If all of these animals hop, why is the word "stop" in the title as well? What is the author trying to make us think? Why do you think these animals might stop? Why does any animal stop? Let's read to find out why these animals stop.

FOCUS OF INSTRUCTION

Page 2: *What does this page tell us? How did you check to see if you were right?
What else did you use besides the picture? The picture could have told me the animal was a bunny. How did you know that it was a rabbit that hopped?
Why do you think the rabbit has stopped?*

Page 3: *What does this page tell us? How did you check to see if you were right?
What did you use besides the picture? The picture could have told me that the rabbit looked at a frog. How did you know the rabbit looked at a toad?
Why do you think it stopped to look at a toad? What do you know about rabbits?
What was the pattern of the sentences on these two pages?
They will help us read the next few pages.*

Pages 4-5: *Did you find the same pattern? What changed? Where was the change? How did you check that you were right? When we turn the page, how will you check the word that is different? Why is the toad stopping? Why do you think it stopped to look at a bird? What do you know about toads?*

Pages 5-6: *Why is the bird stopping? Why do you think it stopped to look at the grasshopper? What do you know about birds? What do you think is going to happen to the grasshopper? What would you say to the grasshopper if you were there? Let's see what the author says.*

FOLLOWING THE READING

*What did the authors say to the grasshopper? Why did they say that? Do you think the bird was able to catch the grasshopper? What will the bird do if it does catch the grasshopper?
What else could the authors have said to let us know what happened to the grasshopper?
Let's list some other action words like "hop" and "stop."*