

# Thank you for downloading!

Hi! My name is Angela and I'm the creator behind the decodable reader books! My number one goal is to provide parents and teachers with the tools they need to create a rich early childhood experience for children. I hope you find this printable helpful as you teach your students to read! Check out my [scope and sequence](#) to see more about my decodable readers.

A quick reminder of how you can use this printable.

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- use this printable for your own classroom students or your own personal use.
- reference this printable in a blog post, at seminars, and professional development workshops as long as you provide credit to myself as the author and link back to my website.

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If you have any questions, please email me at [angela@teachingmama.org](mailto:angela@teachingmama.org).

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# Lesson Plan

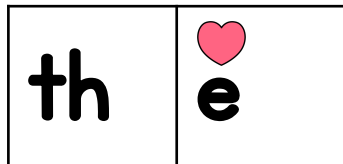
## Mom's Box - Set 1 Book 10

Focus: Short o CVC words (ox, om, and op family)

### Before Reading:

1. Review the target phonics skill they will be practicing in the decodable reader. In this reader, students will be reading short o CVC words in the -ox, om, and op family.
2. Practice reading letter sounds and words in isolation. Students need to be able to hear the target sounds in the words before they read them. To practice this skill, complete the phonological awareness skill on the following page. Use page 4 to practice spelling the words.
3. Read the high-frequency words (or heart words) they will read in the story. See the next page for this. If your students need more practice with these words, try the following to map the words:
  1. Say the word.
  2. Tap the sounds in the word with your fingers.
  3. Write the letter or letter cluster that spells those sounds.
  4. Put a heart over the parts that need to be remembered by heart. Check out [this resource](#) for more about heart words.

Example:



4. Ask these pre-reading questions to the students:
  1. What is the name of this story?
  2. What do you think this story will be about?

/ō/



# Phonological Awareness

Say the sounds and then read the words.

1. t m o g t x

2. p c n a b

3. Mom Tom box got

4. top fox pop hop

5. can not it no in

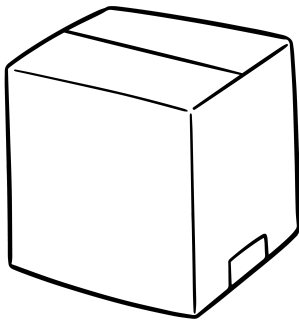
6. <sup>♡</sup>is <sup>♡</sup>the <sup>♡</sup>a <sup>♡</sup>what

7. What is in the box?

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

# Short O Words

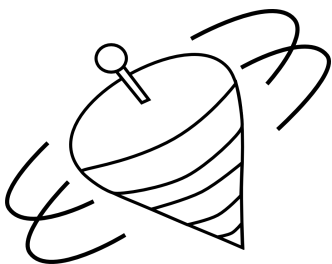
Look at the pictures and spell the word in the boxes.



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## Reading:

Choose one or all of the following for reading this book:

1. **Choral Reading** - Read the story out loud as a group while observing which students are struggling and what they are struggling with.
2. **Echo Reading** - Model fluently reading the text and have the students read the same sentence after. Repeat one page at a time until the book is completed.
3. **Buddy Reading** - Partner students together and have them take turn reading pages.
4. **Whisper Reading** - Read the story in a whisper read. You can listen to specific students and see if they are struggling or need help.
5. **Independent Reading** - Have the students independently read the book.

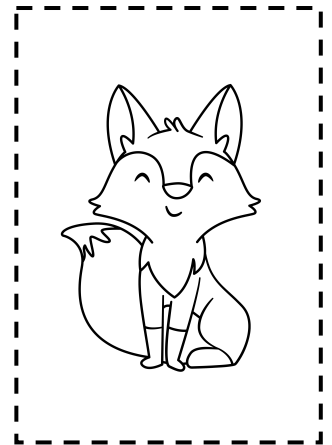
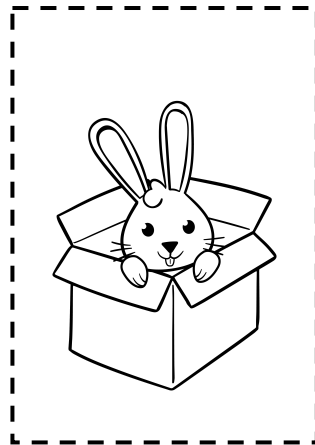
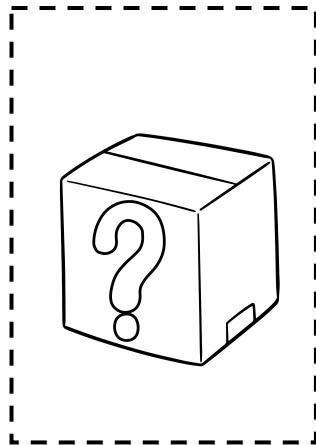
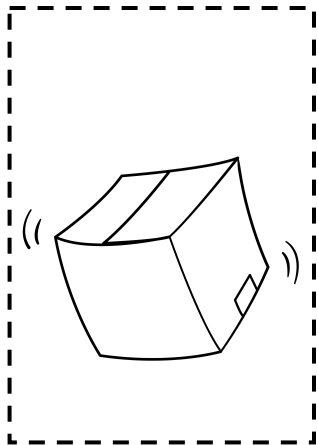
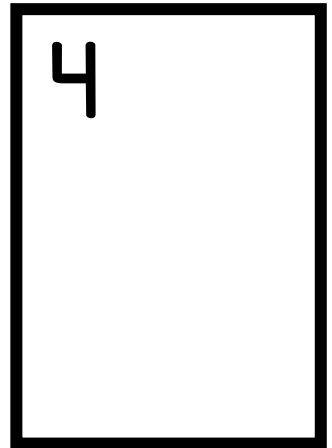
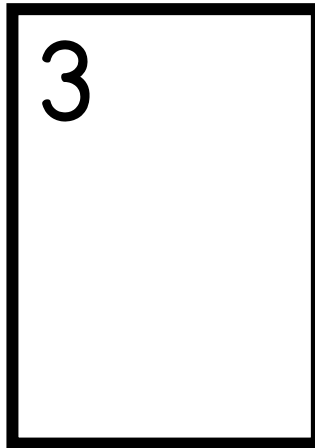
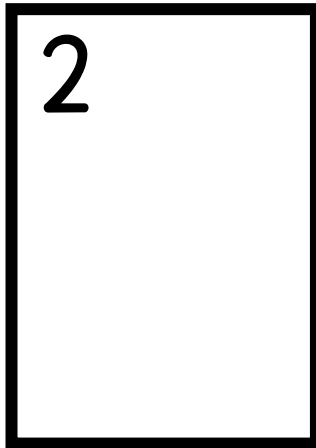
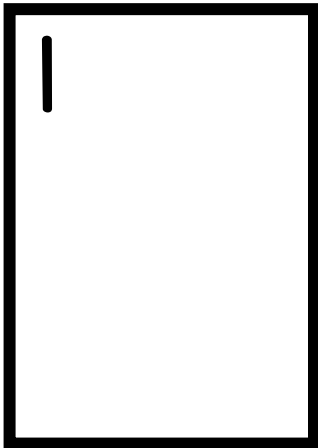
## After Reading:

1. After reading through the text, choose some harder words they struggled with reading and do a mini-lesson on decoding. Only choose 1-2 words for this. If you find there are a lot of words that are hard, then consider just doing half the text instead of the whole text.
2. Talk about the phonics skill you're working on. You can highlight the -am words in the text with a highlighter.
3. Ask comprehension questions to check for understanding.
  1. Who got mom a box?
  2. What was inside the box?
  3. What clue gave it away that it was a rabbit in the box?
4. Retell the story using the printable on the next page.

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

# Retell the Story

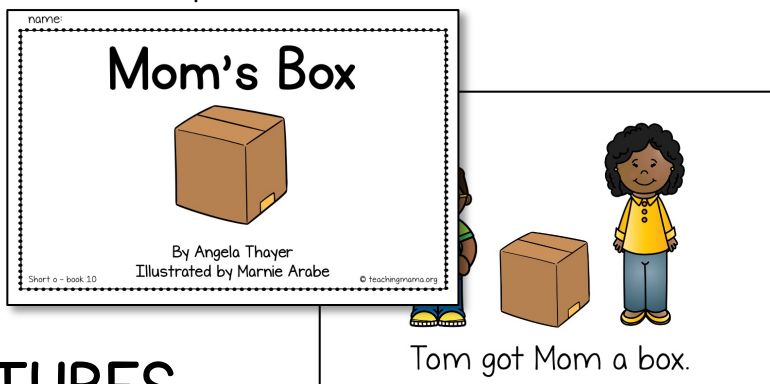
Cut out the 4 pictures and glue them in the order.



# Book Options:

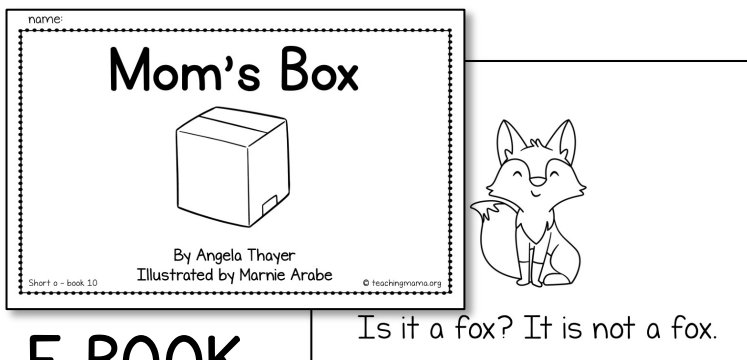
## HALF PAGE:

This option prints two to a page horizontally for ease of turning pages. Simply print, cut the page in half, and staple on the left side.



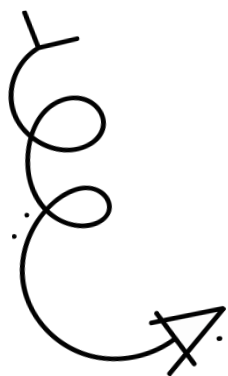
## HALF PAGE DRAW PICTURES

This option is the same as above, but it has a blank space for the student to draw pictures to match the sentences.

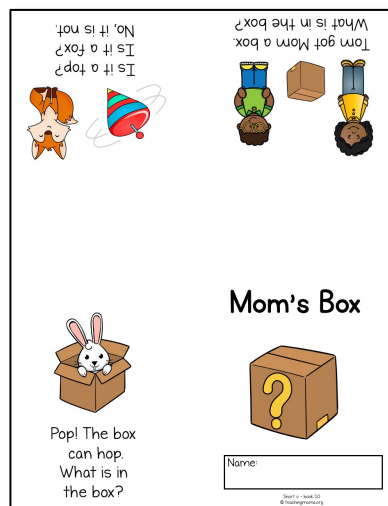


## SINGLE PAGE FOLDABLE BOOK

This option is the same story but is condensed onto one page. To make the book, just print the page, fold it one time over and then in half to create the book. You do not have to cut or staple the page.

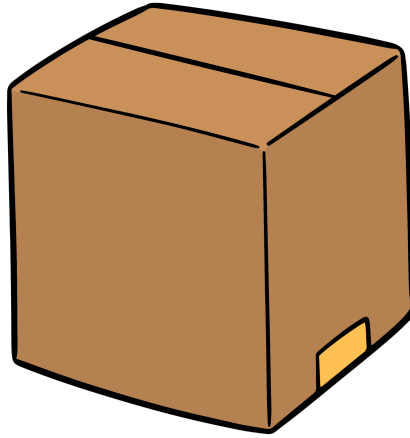


All books are available in color and black and white.



name:

# Mom's Box



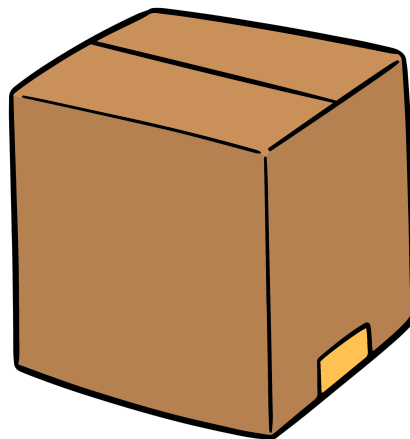
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Illustrated by Marnie Arabe

Short o - book 10

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name:

# Mom's Box



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Short o - book 10

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## Decodable Words:

Tom Mom

box fox

top mop

hop pop

## High-Frequency Words:

can got

in it

a is

no what

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Tom Mom

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hop pop

## High-Frequency Words:

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no what



Tom got Mom a box.



Tom got Mom a box.



What is in the box?



What is in the box?



Is it a top? No, it is not.



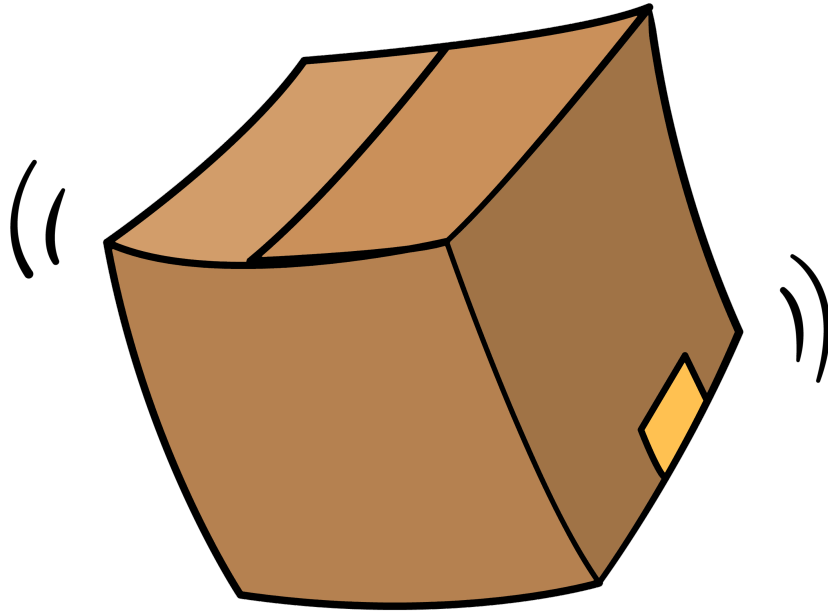
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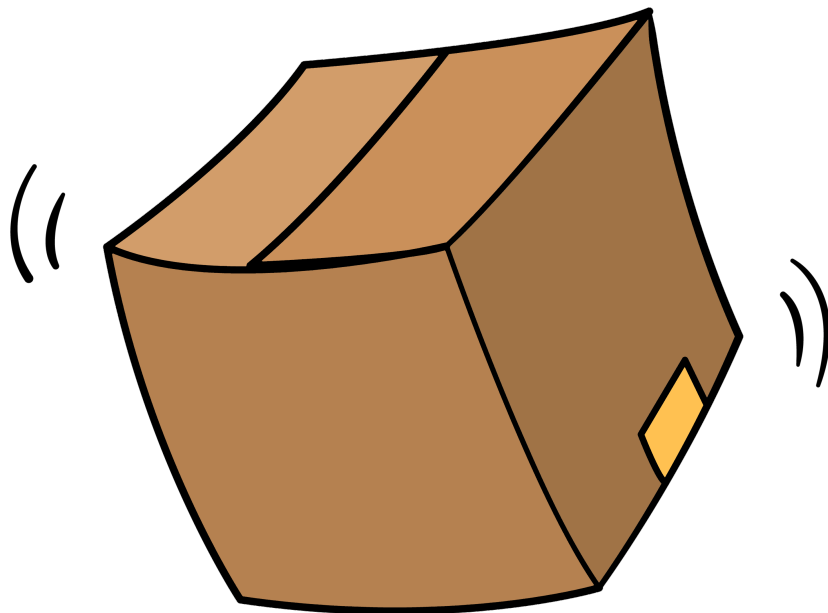
Is it a fox? It is not a fox.



Is it a fox? It is not a fox.



Pop! The box can hop.



Pop! The box can hop.



What is in the box?

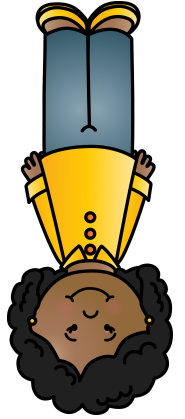
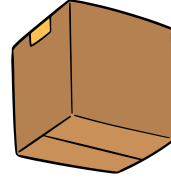
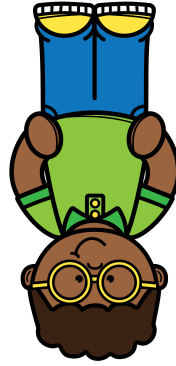


What is in the box?

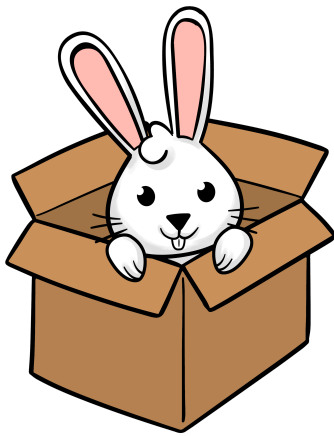
Is it a top?  
Is it a fox?  
No, it is not.



Tom got Mom a box.  
What is in the box?



# Mom's Box



Pop! The box  
can hop.  
What is in  
the box?

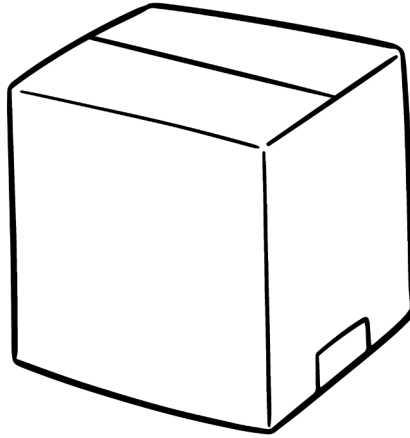


Name:



name:

# Mom's Box



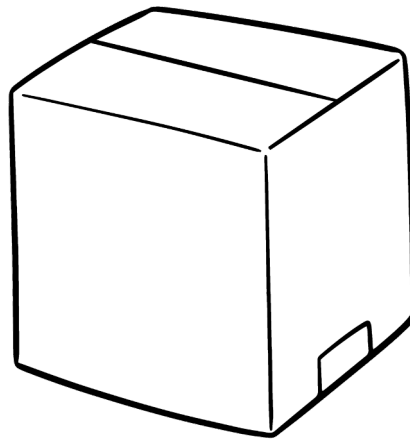
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Illustrated by Marnie Arabe

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name:

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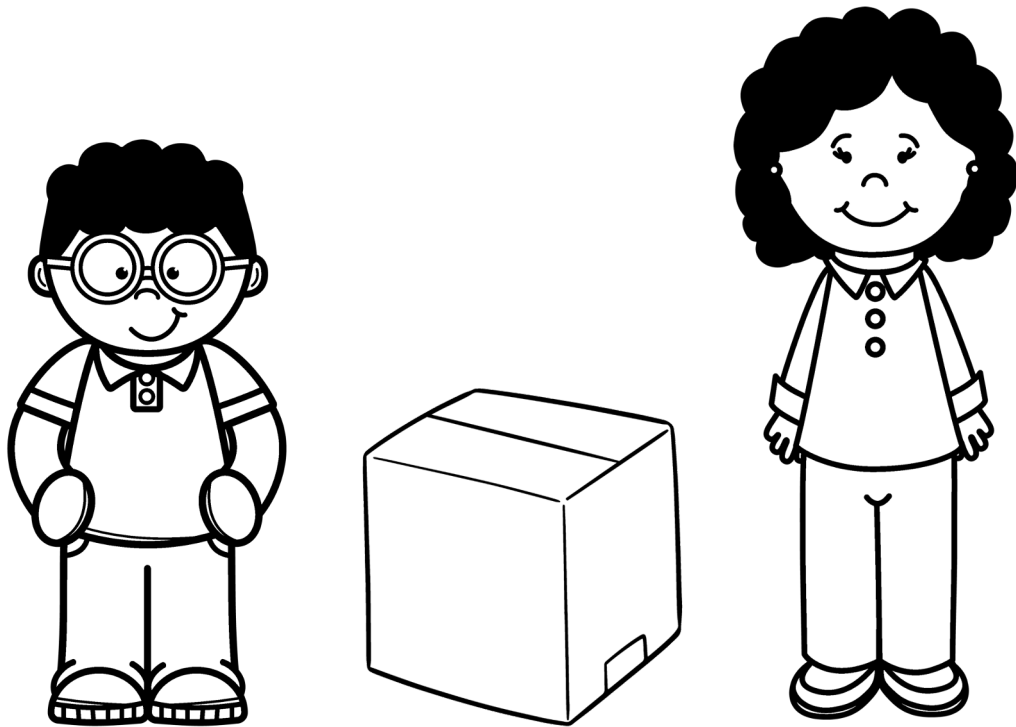
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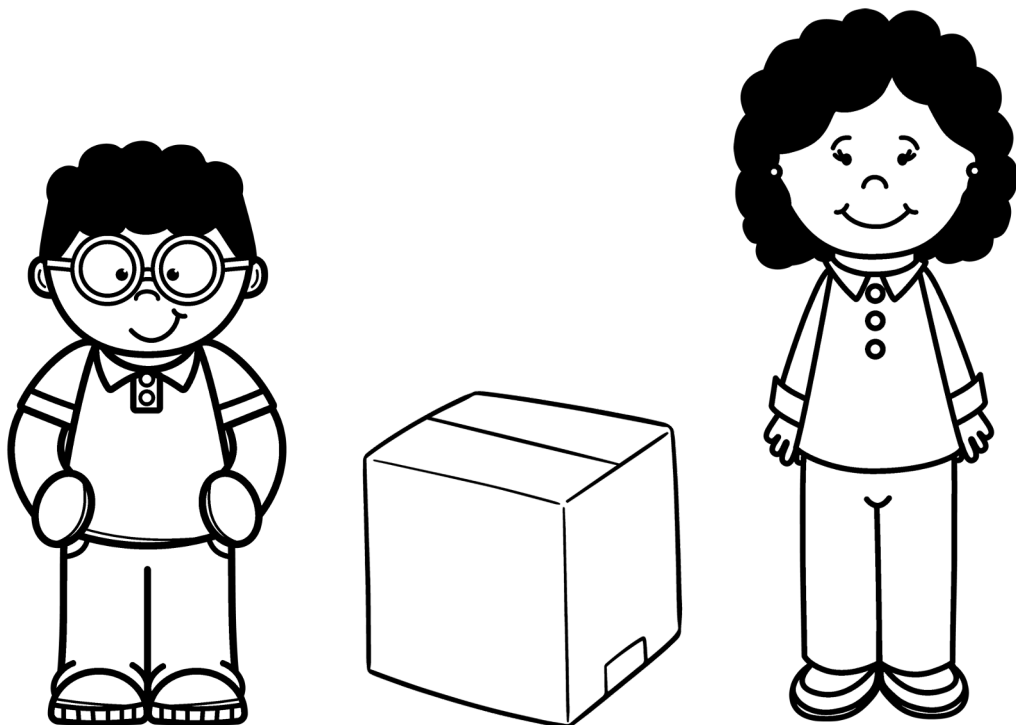
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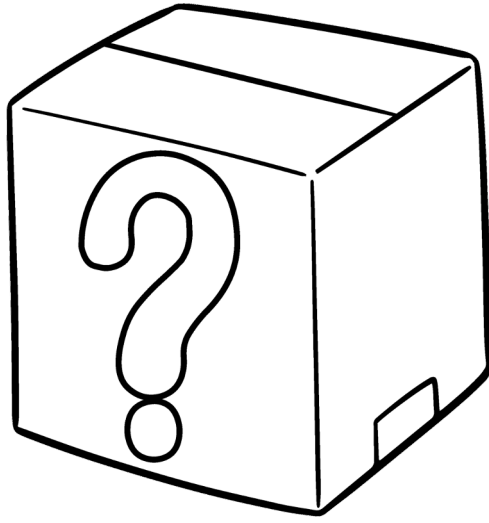
no what



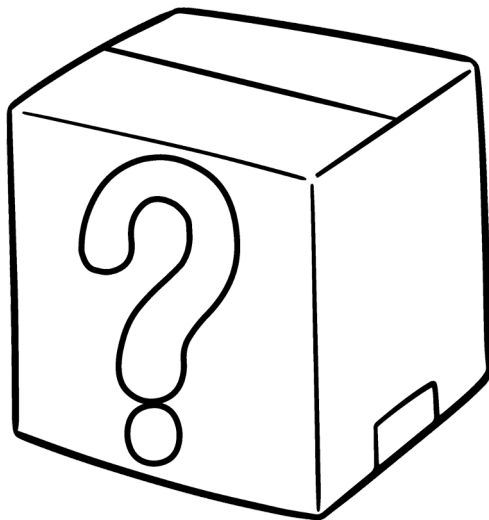
Tom got Mom a box.



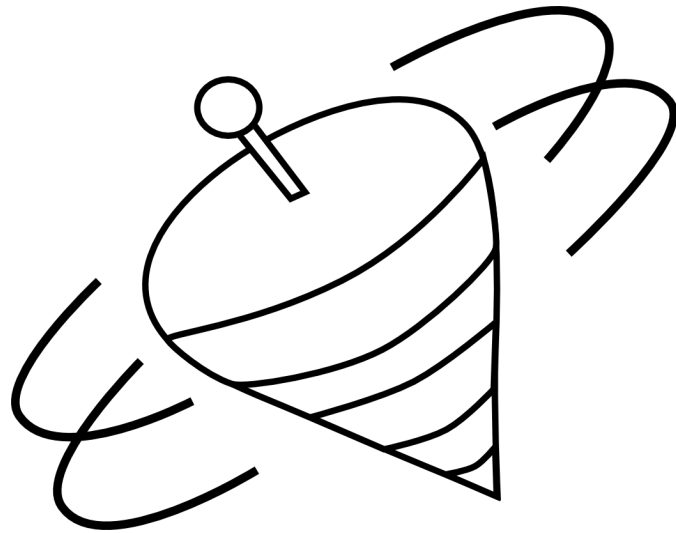
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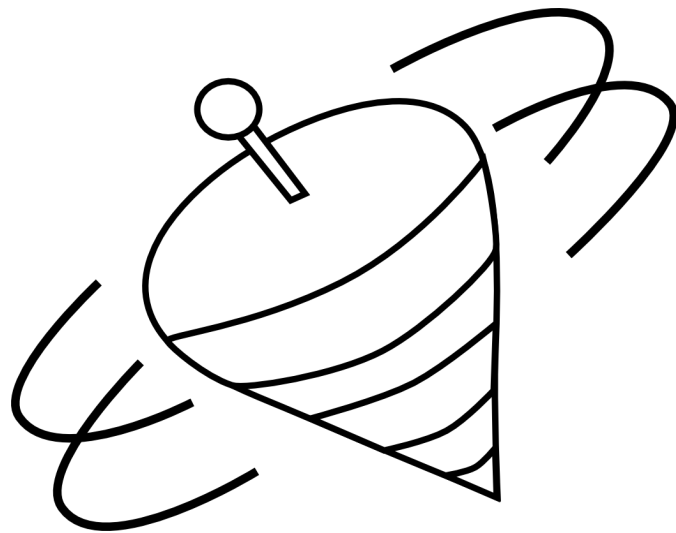
What is in the box?



What is in the box?



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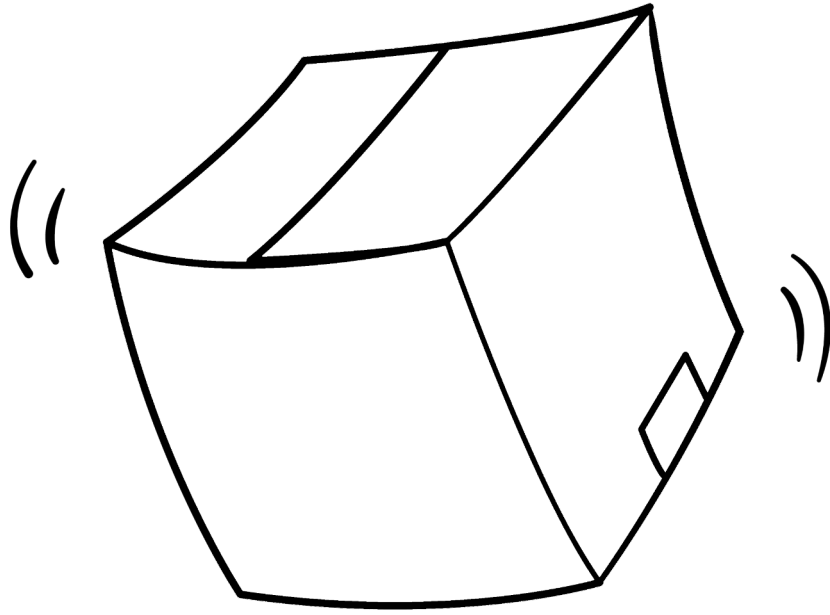
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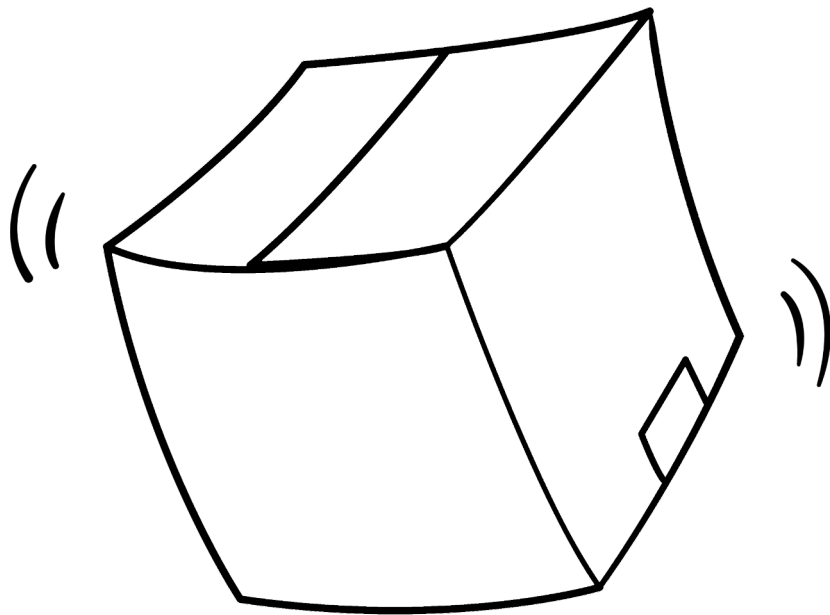
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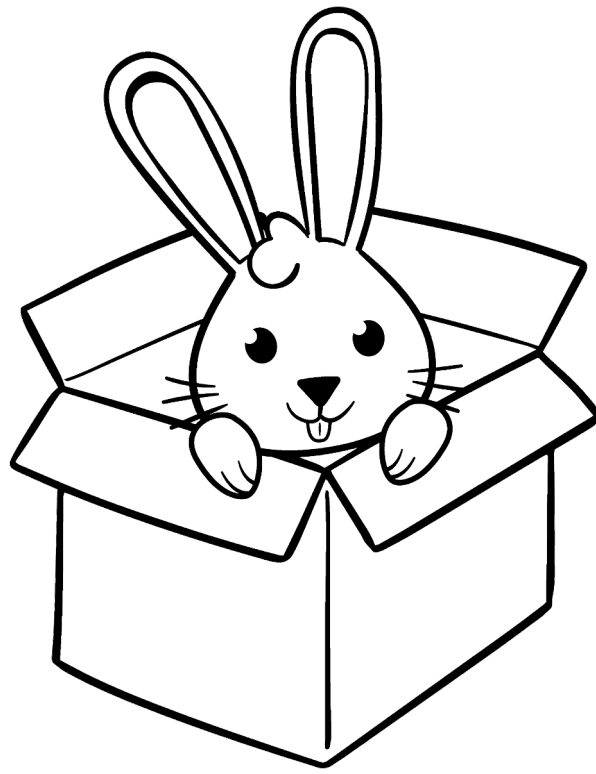
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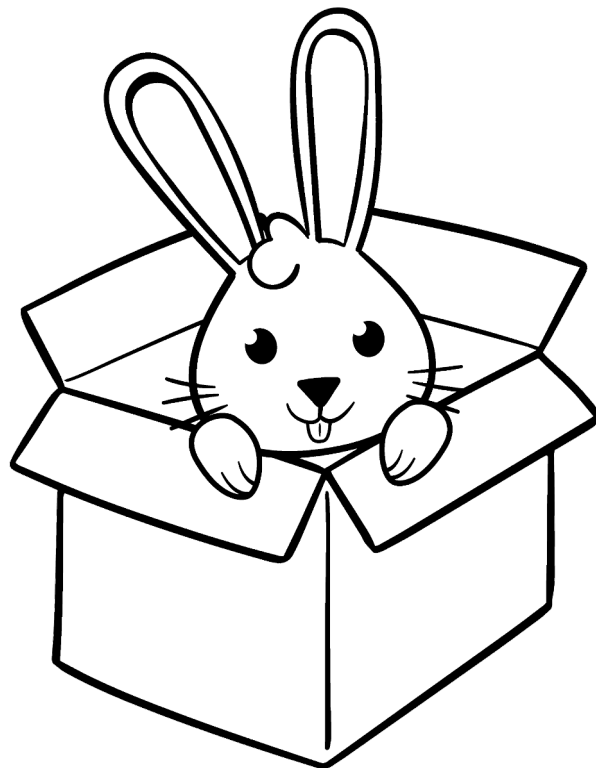
Pop! The box can hop.



Pop! The box can hop.



What is in the box?



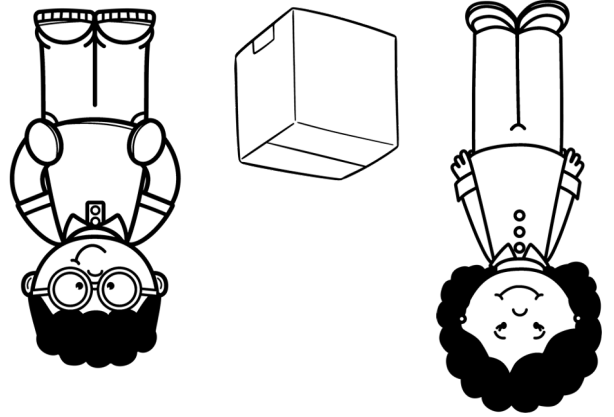
What is in the box?



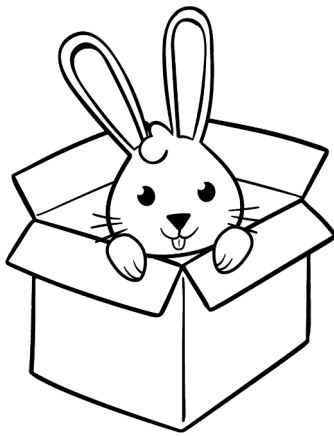
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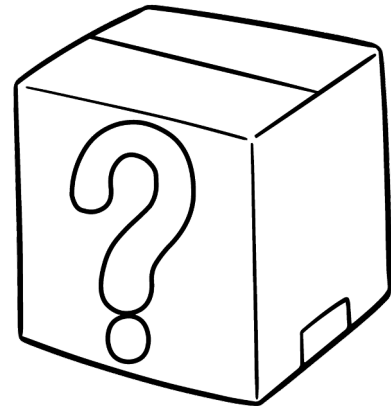
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# Mom's Box



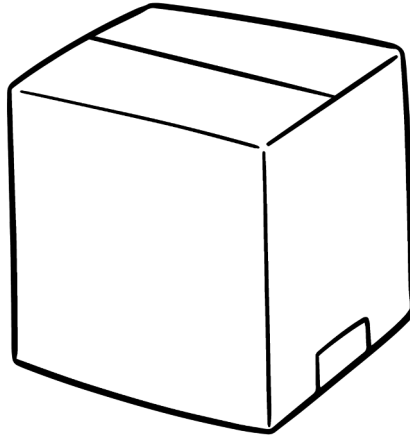
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Name: \_\_\_\_\_

name:

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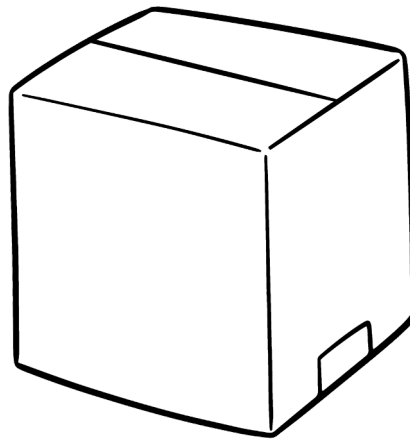
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