

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.

You may...

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- 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.

You may not...

- claim this work as your own, change the files in any way, scrape my clip art images, or attempt to remove the copyright text.
- sell the files or combine them into another file and offer them for free or for a cost anywhere on the Internet.
- make copies of this printable and distribute them to others.

If you have any questions, please email me at angela@teachingmama.org.

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When you join the Printables Club you will find more decodable readers and tons of high-quality printables! Save hours of time with our simple, no-ads website to find resources you can print and use right away with your students! Check out more [HERE](#).

Lesson Plan

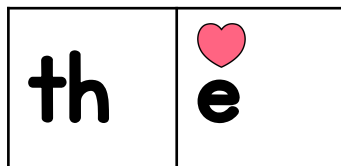
Tod and the Rod - Set 1 Book 11

Focus: Short o CVC words (od, ob, and og 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 -od, ob, and og 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?
 3. Do you know what a bog is? (pre-teach this vocabulary word if they don't know)

/ō/



Phonological Awareness

Say the sounds and then read the words.

1. r o t d g r

2. b l n f h

3. rod Tod nods got

4. log bog frog bob

5. it can in on

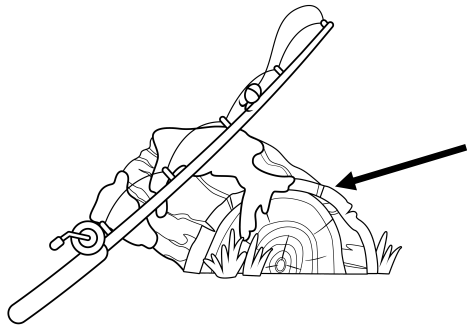
6. [♡]is [♡]the [♡]a [♡]to

7. Tod nods to the frog.

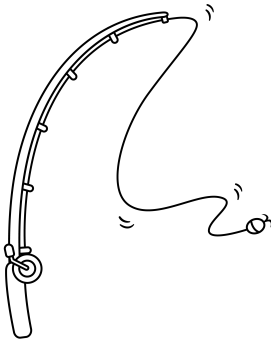
Name: _____

Short O Words

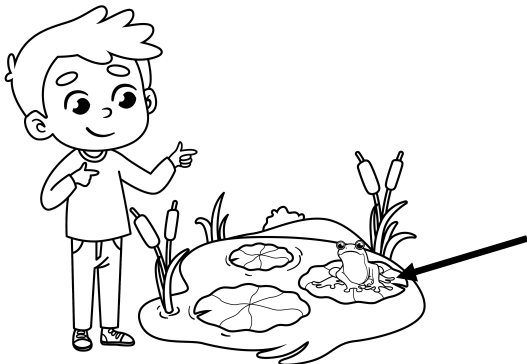
Look at the pictures and spell the word in the boxes.



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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.

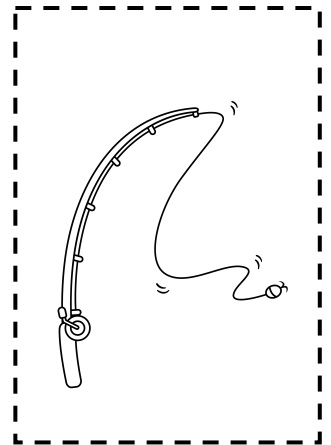
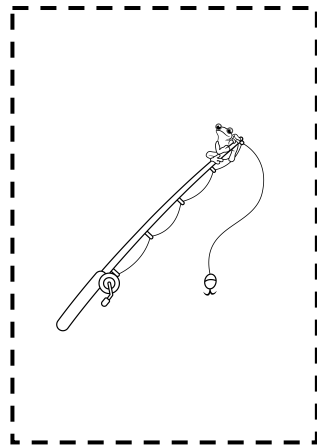
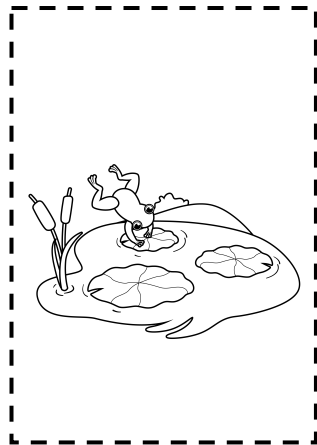
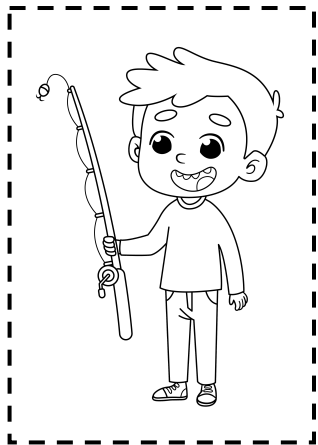
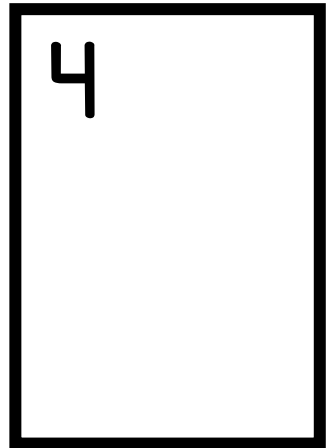
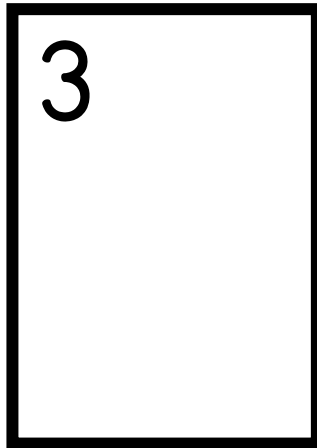
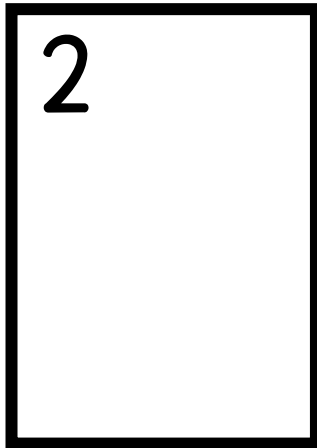
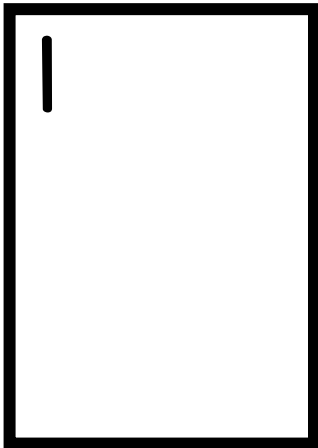
After Reading:

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 had the rod?
 2. What did the rod catch?
 3. What do you think lives in a bog?
4. Retell the story using the printable on the next page.

Name: _____

Retell the Story

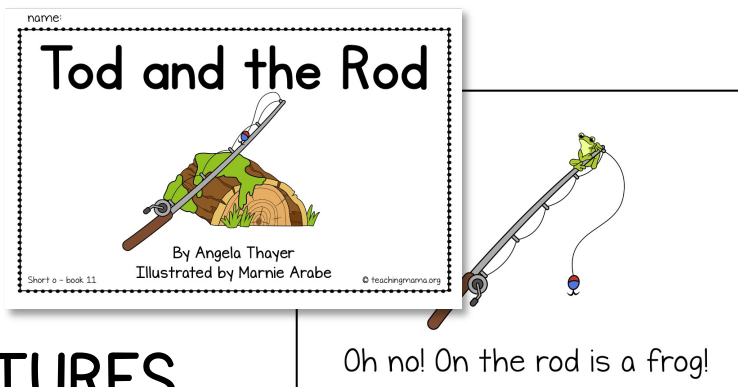
Cut out the 4 pictures and glue them in the order.



Book Options:

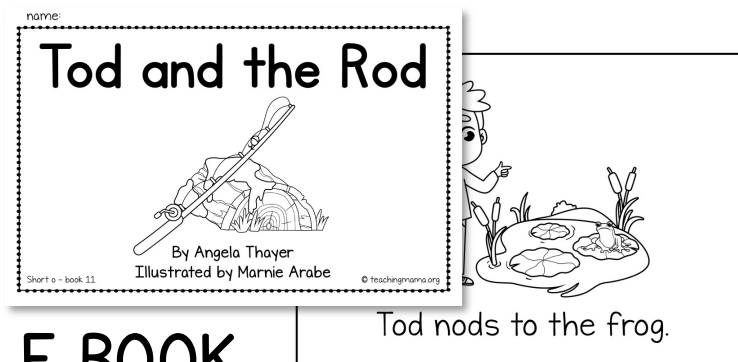
HALF PAGE:

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.



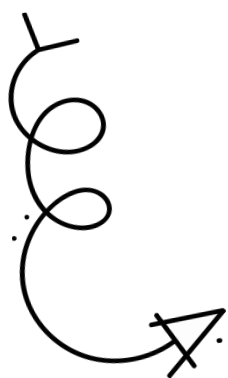
HALF PAGE DRAW PICTURES

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

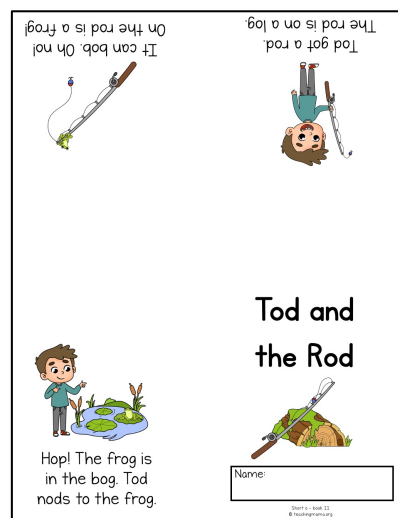


SINGLE PAGE FOLDABLE BOOK

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:

Tod and the Rod



By Angela Thayer
Illustrated by Marnie Arabe

Short o - book 11

© teachingmama.org

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Tod and the Rod



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Decodable Words:

Tod rod

nods log

frog bog

hop bob

High-Frequency Words:

can on

in a

is the

to

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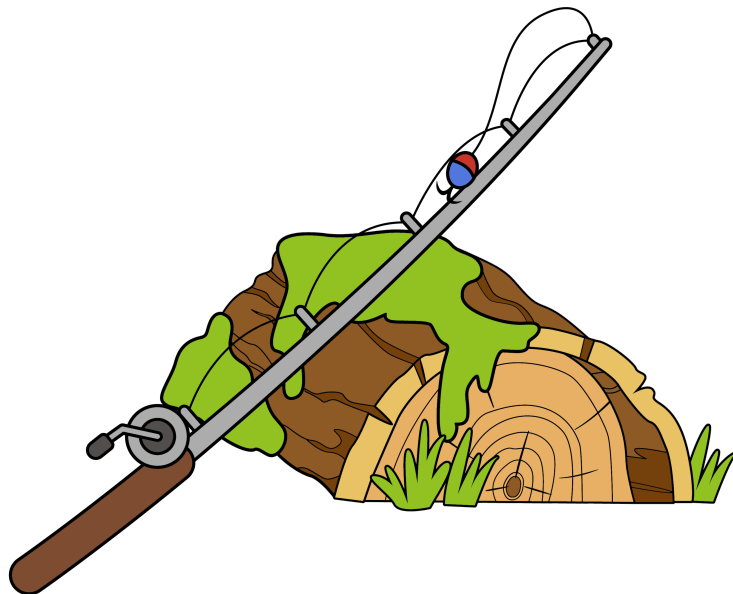
Tod got a rod.



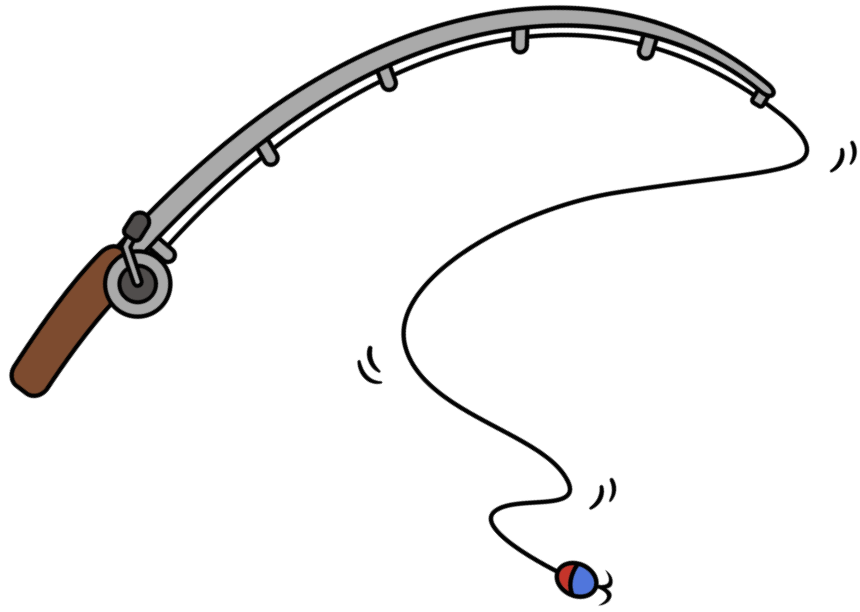
Tod got a rod.



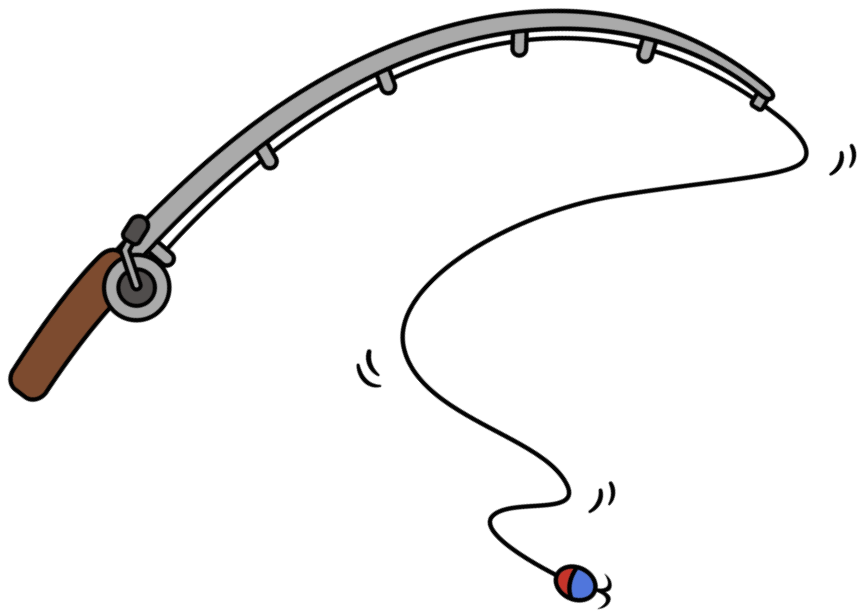
The rod is on a log.



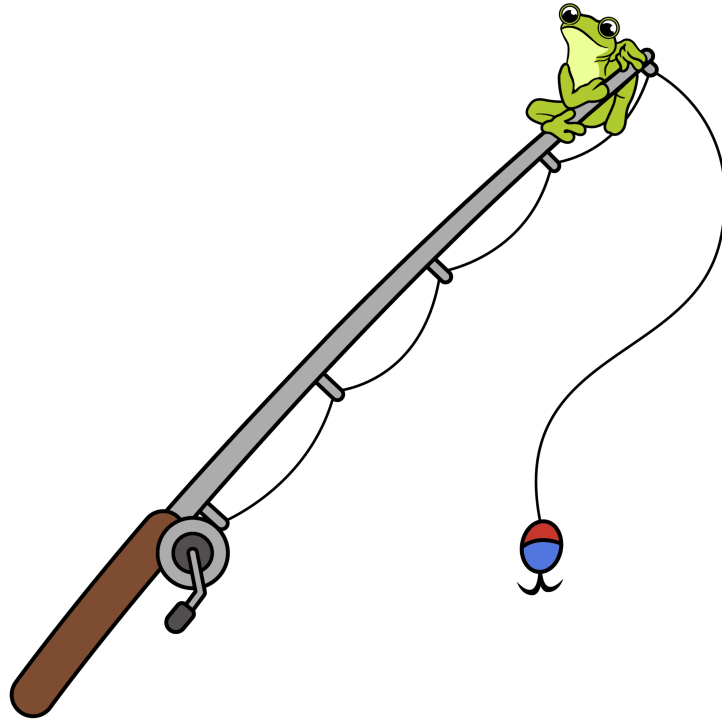
The rod is on a log.



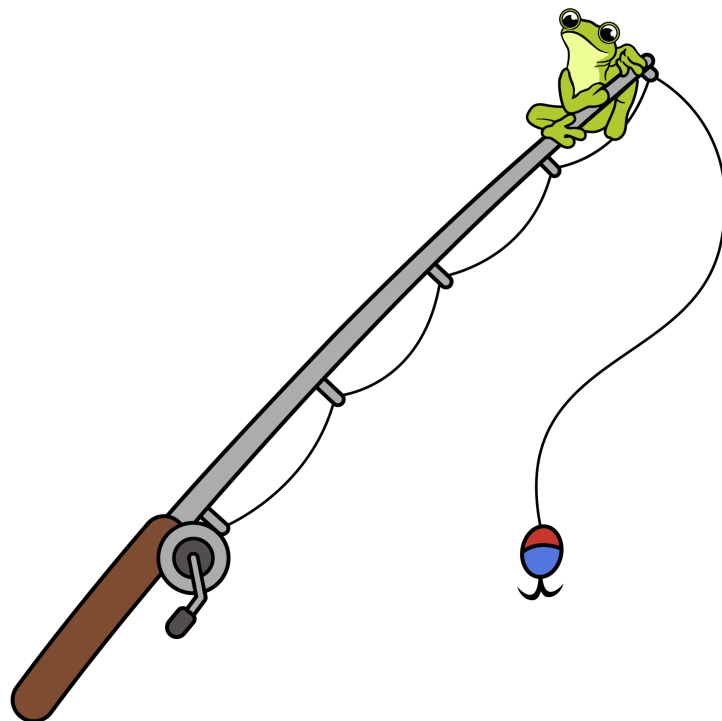
It can bob.



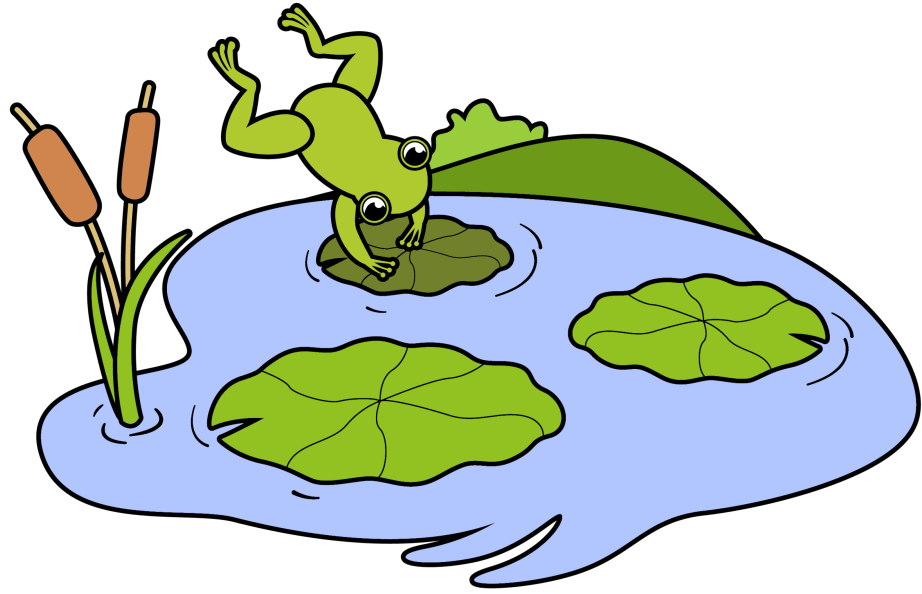
It can bob.



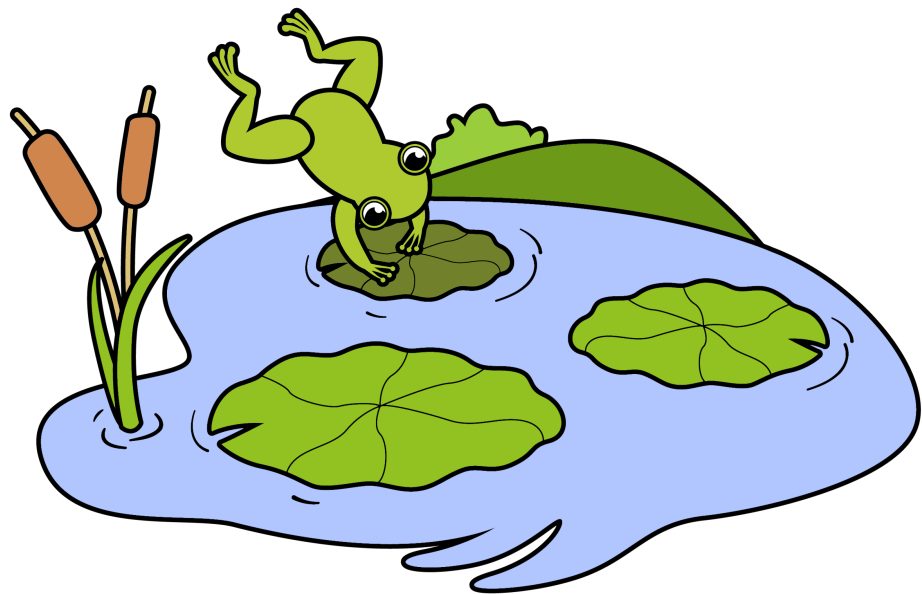
Oh no! On the rod is a frog!



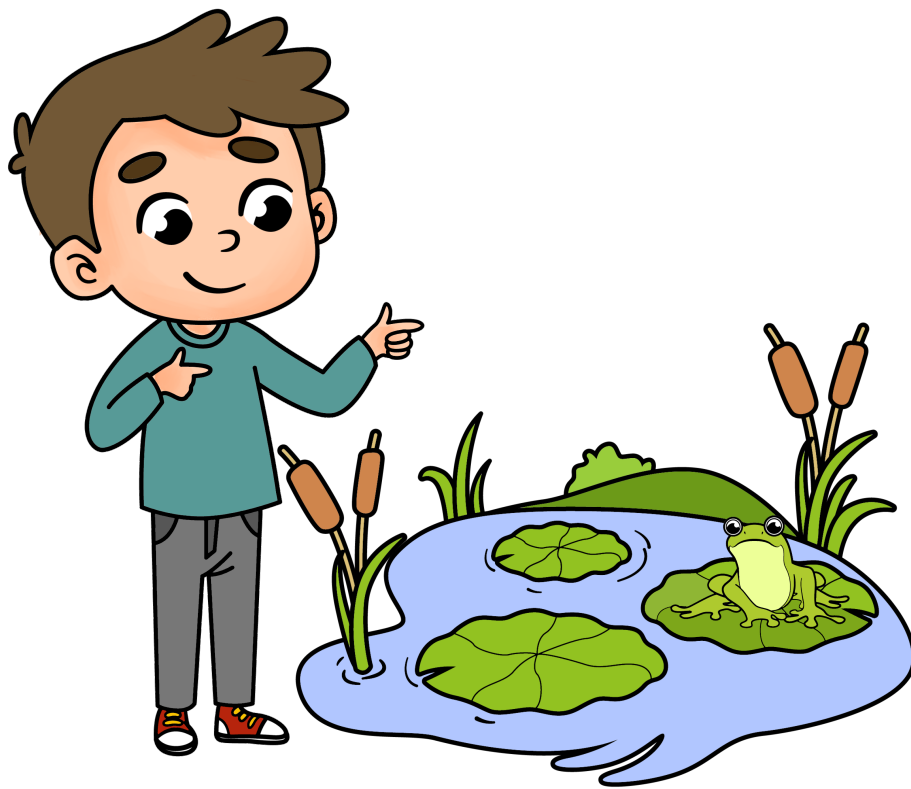
Oh no! On the rod is a frog!



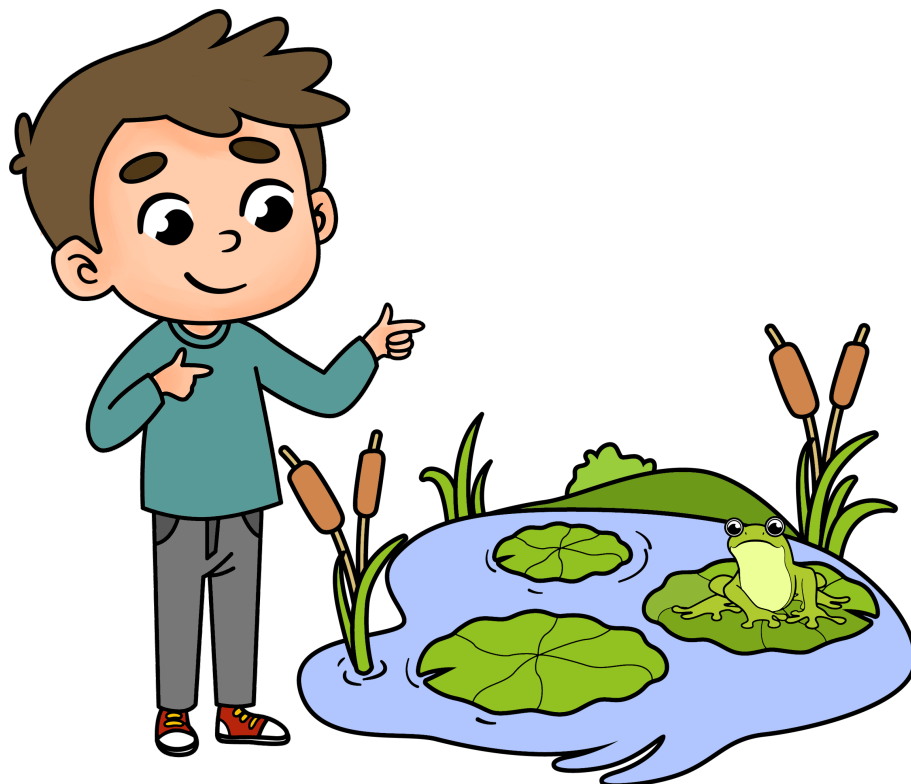
Hop! The frog is in the bog.



Hop! The frog is in the bog.

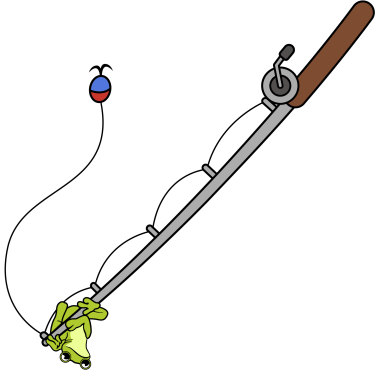


Tod nods to the frog.

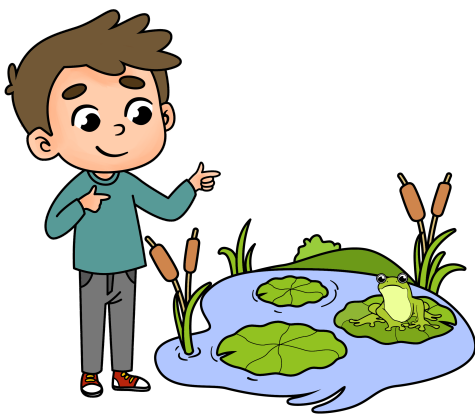


Tod nods to the frog.

It can bob. Oh no!
On the rod is a frog!

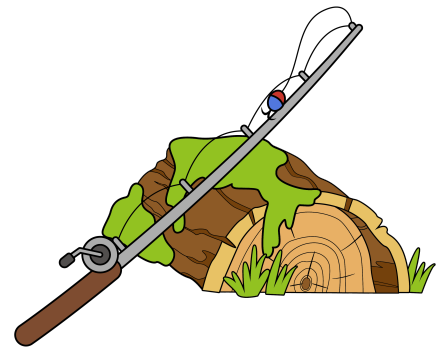


Tod got a rod.
The rod is on a log.



Hop! The frog is
in the bog. Tod
nods to the frog.

Tod and the Rod



Name:

name:

Tod and the Rod



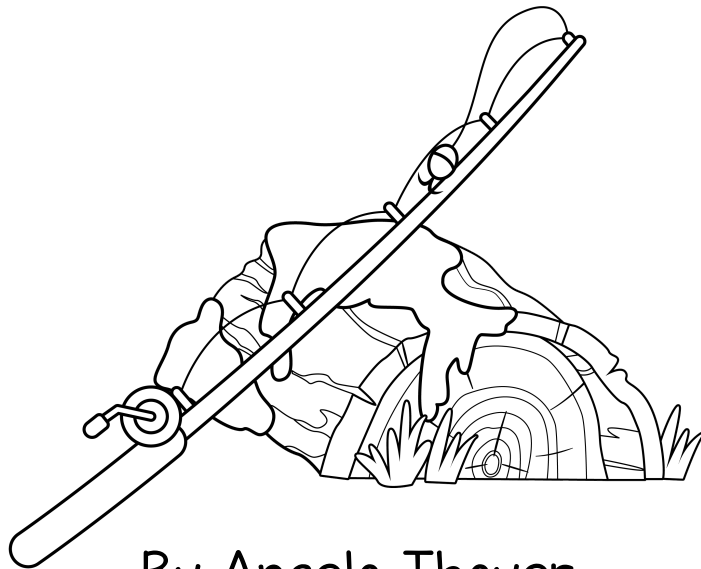
By Angela Thayer
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Short o - book 11

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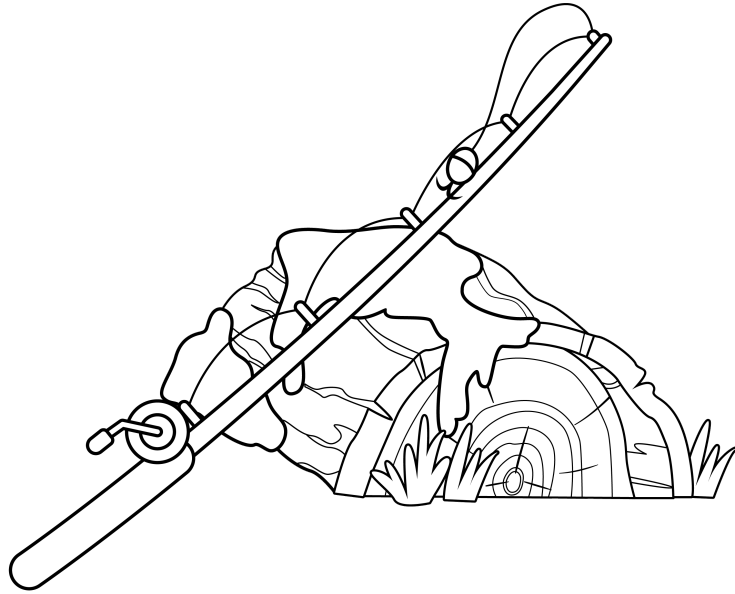
to



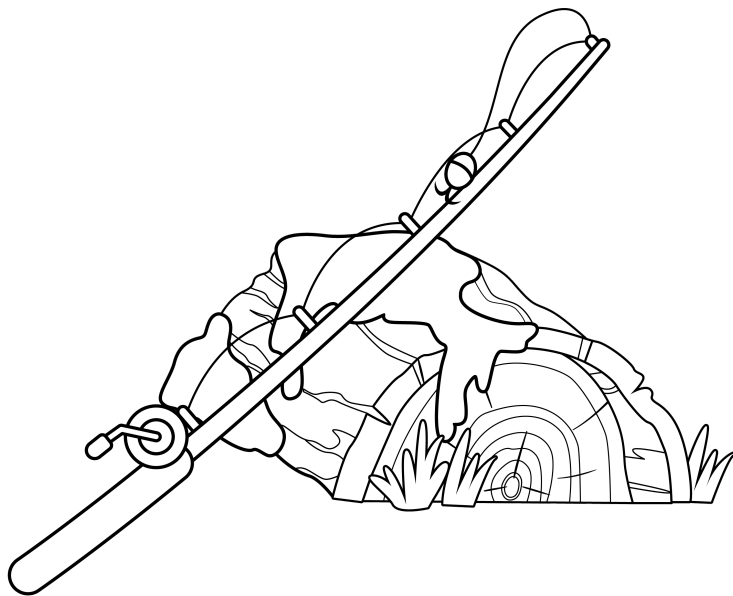
Tod got a rod.



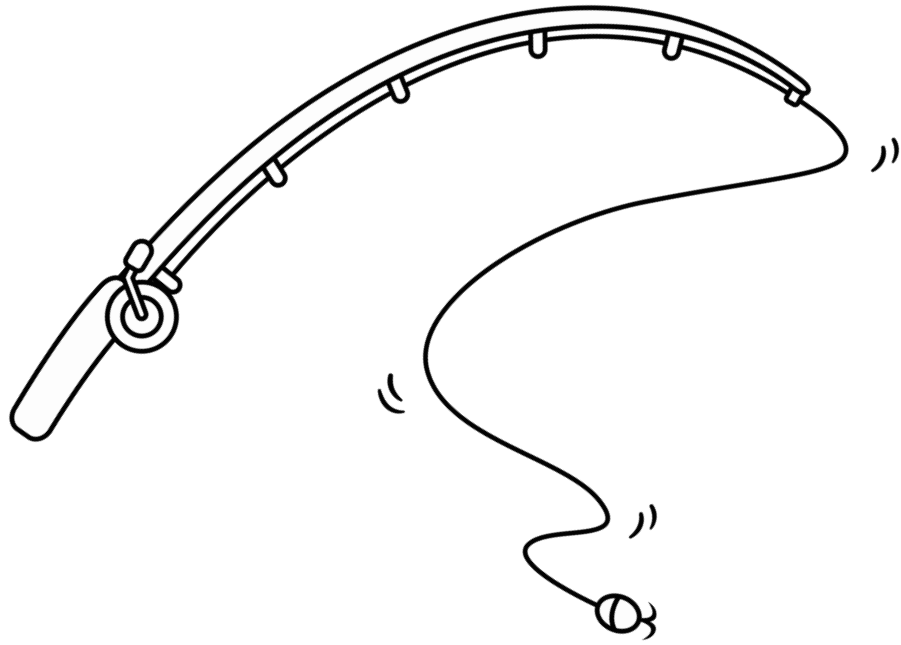
Tod got a rod.



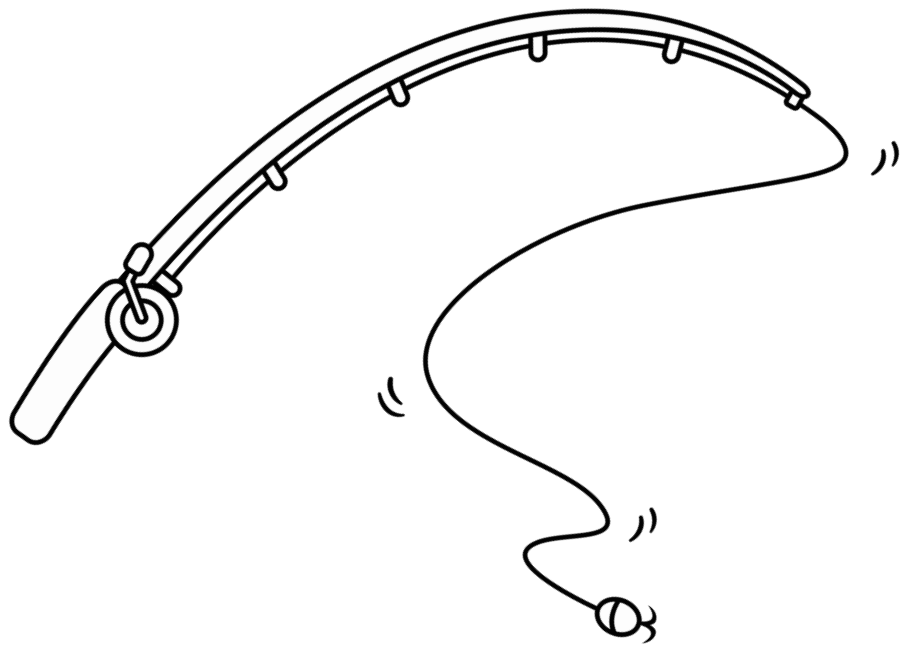
The rod is on a log.



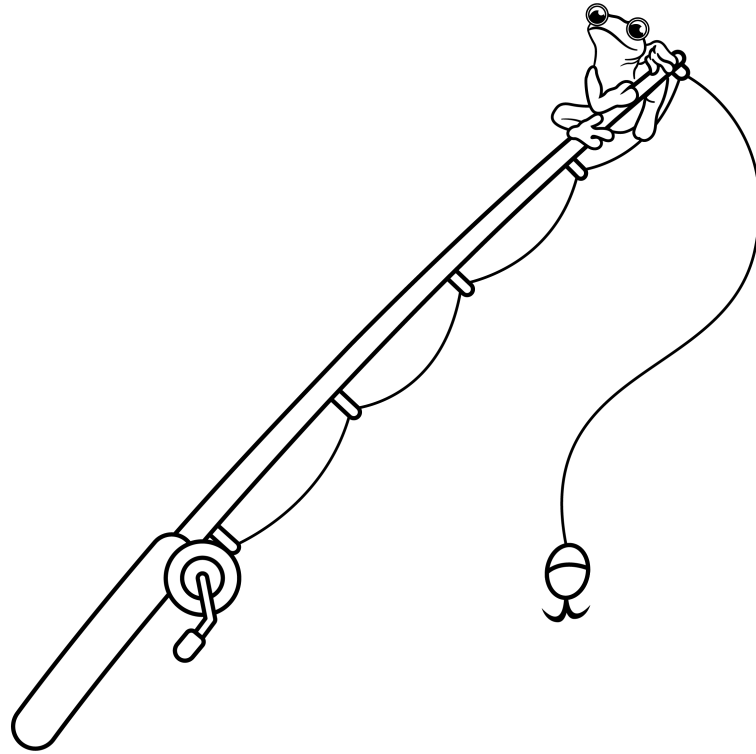
The rod is on a log.



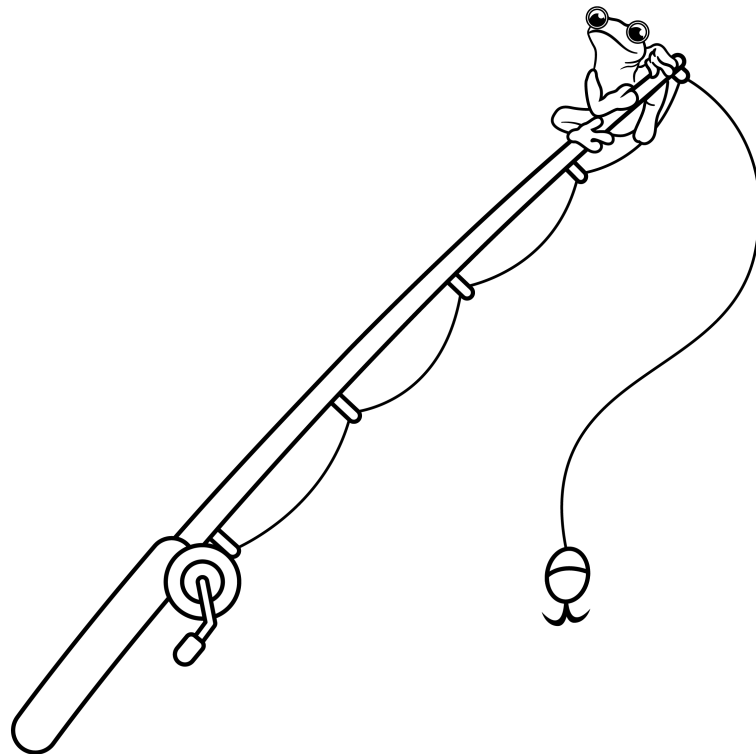
It can bob.



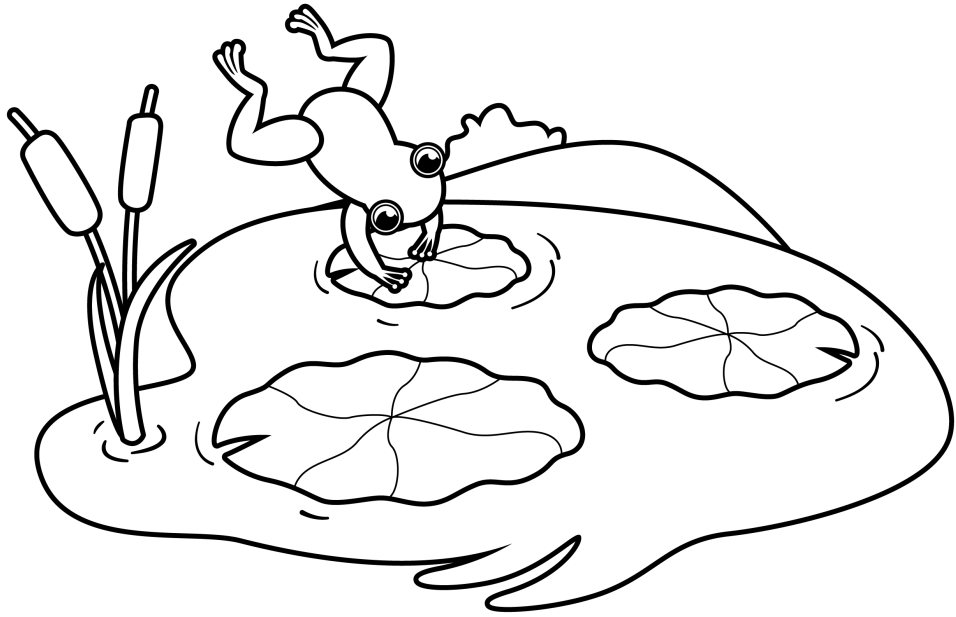
It can bob.



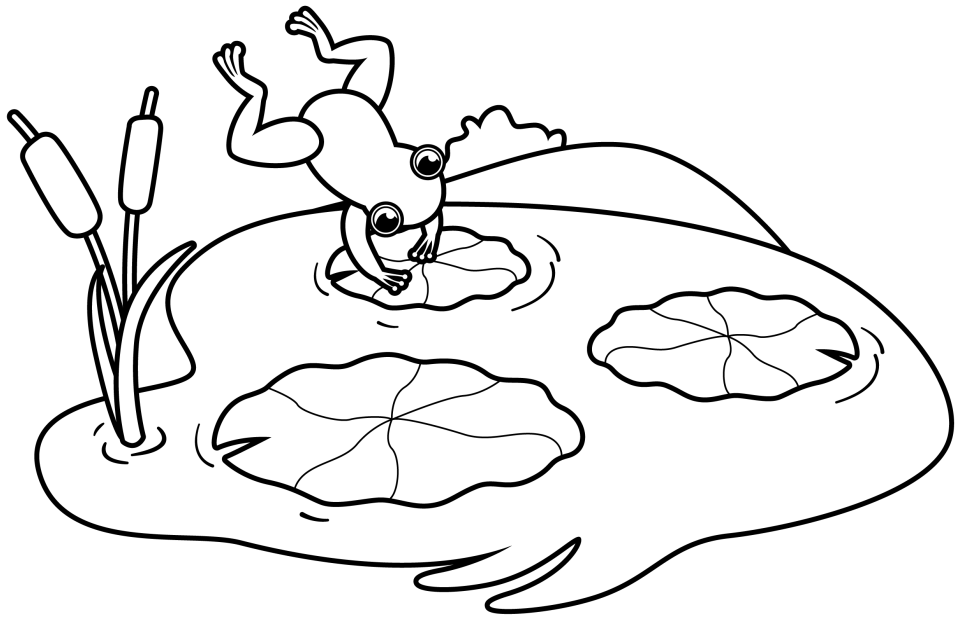
Oh no! On the rod is a frog!



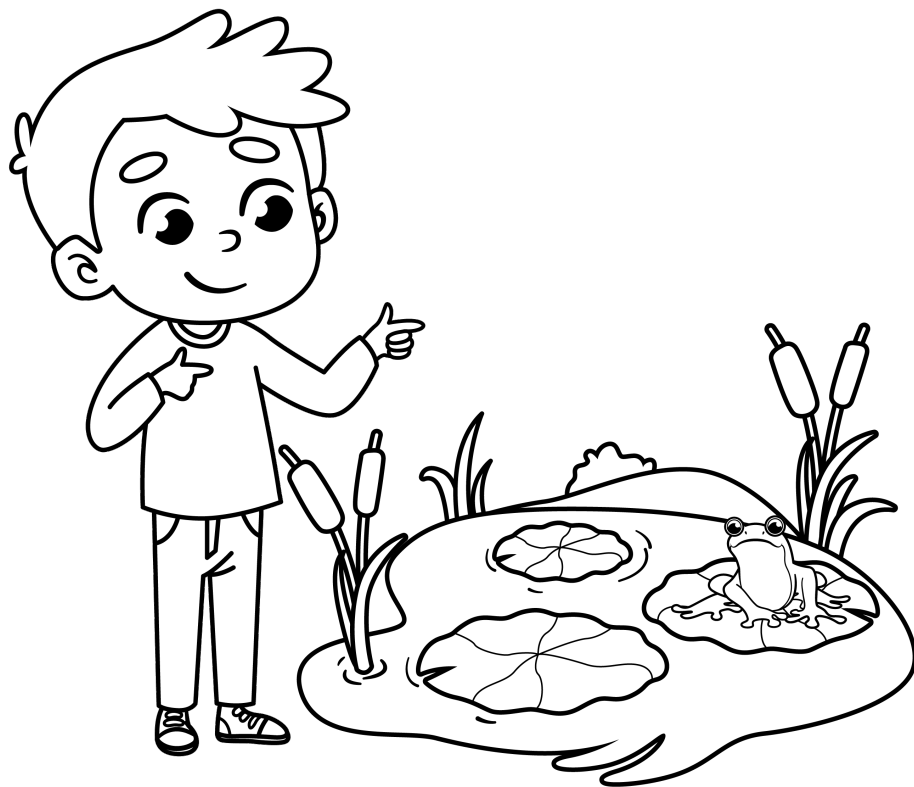
Oh no! On the rod is a frog!



Hop! The frog is in the bog.



Hop! The frog is in the bog.

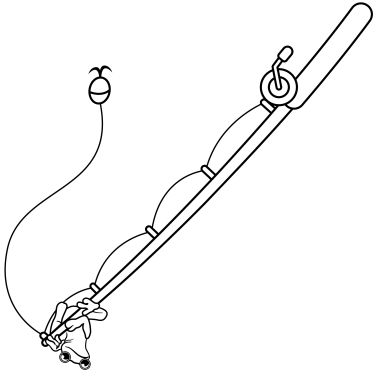


Tod nods to the frog.

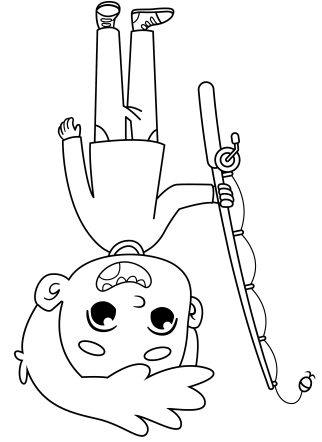


Tod nods to the frog.

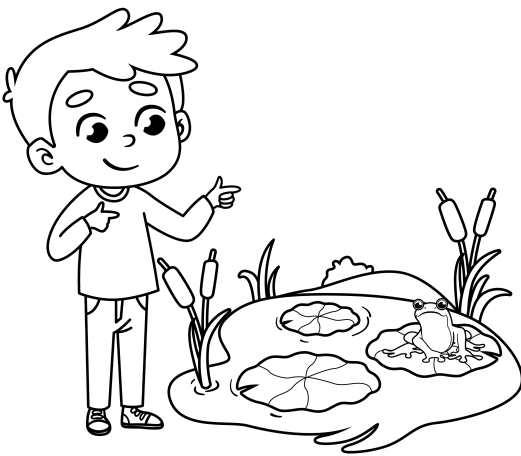
It can bob. Oh no!
On the rod is a frog!



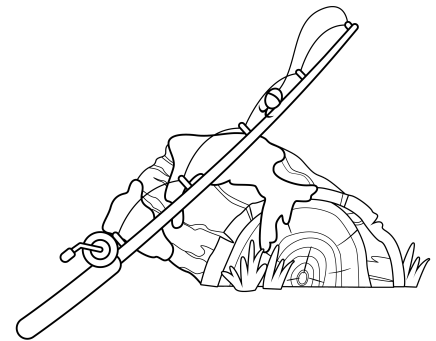
Tod got a rod.
The rod is on a log.



Tod and the Rod



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Name:

name:

Tod and the Rod



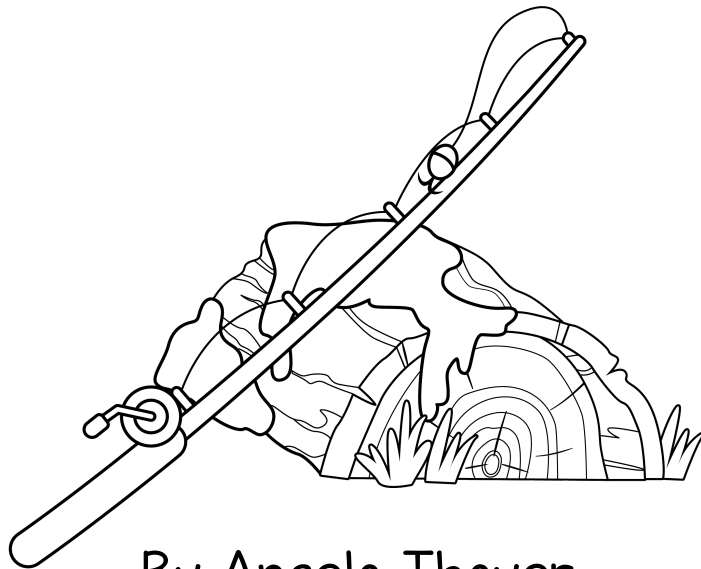
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The rod is on a log.

The rod is on a log.

It can bob.

It can bob.

Oh no! On the rod is a frog!

Oh no! On the rod is a frog!

Hop! The frog is in the bog.

Hop! The frog is in the bog.

Tod nods to the frog.

Tod nods to the frog.