

**SORT**  
**9**

## Word Families -op, -ot, -og

**Generalization** Words that end with the same vowel and consonant are called a word family. The words in a word family rhyme.

**Student Objective** Read and sort pictures and words with *-op*, *-ot*, and *-og*.

### Materials

- *Big Book of Rhymes*, “One Hot Day”
- Word Study Notebook, pages 33–36
- Classroom Library, *Lost in the Fog*
- PearsonRealize.com
  - Interactive Sort
  - Writing Sort
  - Rock Hop 

Pictures / Words		
-op	-ot	-og
mop	pot	frog
hop	dot	hog
top	hot	log
pop	cot	jog

## Introduce, Model, and Reflect

**Read a Rhyme** Point to the title. This poem is called “One Hot Day.” Listen as I read it. Emphasize the rhyming words, *dog*, *hog*, *frog*, *log*; *spot*, *hot*; and *do*, *too*. What is this poem about? (On a hot day, Dog, Hog, and Frog sit on a log. Frog is the first to jump in the water.) What do you like to do on a hot day?

Say: Now I’m going to read the poem again. This time, point to the rhyming word at the end of every other line and have children supply it. After reading, ask: How are the words *dog*, *hog*, *frog*, and *log* alike? (They end with the same sounds and letters and they rhyme.) Continue in the same way with the other rhyming words.

Remind children that they have been learning how to sort words into word families. What are some words that we have learned? (*cap*, *lap*, *map*, *nap*; *rag*, *wag*, *flag*, *tag*) Today we will be reading and sorting pictures and words that end with *-op*, *-ot*, and *-og*.

**Explore Vocabulary** Take some additional time to explain the meanings of the words *hog* and *cot*.

**hog** • a fully-grown pig, especially one that weighs more than 120 pounds

**cot** • a narrow bed, usually made of canvas, that is stretched over a folding frame

Point to the picture of the *hog*. Say: A hog is a grown pig that is usually raised for its meat. Where would you see a hog? (on a farm) A cot is a narrow bed that is made out of a strong cloth called canvas. A cot can be folded and carried easily because it is light. Have you ever seen a cot or slept in one? Do you think it would be as comfortable as a regular bed? Have children use each word in a sentence.

**Introduce the Sort** Display the headers in this lesson’s sort and add the pictures of the mop, the pot, and the frog. Say: We are going to sort the pictures by how their names rhyme. Here is a picture of a dot. Does *dot* rhyme with *mop*, *pot*, or *frog*? That’s right, *dot* rhymes with *pot*, so let’s put it under *-ot* and the picture of the pot. Sort the remaining pictures with children’s help. Let’s say the names of the pictures together and listen to the way they rhyme. Repeat the sort, and this time remove the pictures from the headers so that children are sorting all twelve pictures under *-op*, *-ot*, and *-og*. After sorting, ask: How are the words in each column the

same? (They end with the same sounds and they rhyme.)

**Model** Display the word cards randomly.

Say: *We are going to sort these words into three groups: those in the word families -op, -ot, and -og. Who can find the word hop that goes with the picture?* After the word is identified, ask the child to explain how he or she knew the word *hop*. *Yes, the word hop begins with the letter h and ends with the letter p.* Continue in the same way with another picture and word.

**Sort by Matching Pictures and Words** Guide children in matching the rest of the word cards with the pictures. If necessary, model for

children how to identify a word by listening carefully to the beginning and ending sounds.

Say: *Now let's read each column of words together. As you read, think about how the words are alike.*

**Reflect** Ask: *What do you notice about the words in the -op column?* Guide children to understand that the words end with the same letters and the same sounds. Continue with the words in the -ot and -og columns. Remind children: *Today we learned the word families: -op, -ot, and -og. The words in each family rhyme because they end with the same sounds and letters.*

## Practice and Extend

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**Reread the Rhyme** Reread the rhyme "One Hot Day." Ask students to find words in the rhyme that end in -ot and -og.

**Sort Again** Have children work in small groups to match the words with the pictures and place each match in the correct word-family column. After they sort, ask children to check their work by saying the words in each column and making sure they all rhyme. Ask: *Do the words match the pictures? Do the words in each column rhyme? Do any words need to be moved?* Tell children they will be re-sorting the words several times in the next few days.

**Draw and Label** Have children draw pictures of words that belong in the word families -ot and -og and bind them into two word/picture books. Ask children to label their illustrations and underline the -ot and og endings. Encourage children to include other words that belong in these word families.

**Writing Sort: Blind Sort** Have partners complete the Writing Sort on p. 36 as a blind sort. Say: *One buddy reads the word. The*

*other buddy writes the word in the column where it belongs. Then buddies switch roles.* Partners take turns reading and then writing each word in the correct column.

**Read the Little Book** Say: *Have you ever gotten lost? Today we are going to read a story about a dog, a frog, and a hog that take a walk and think they are lost.* Read *Lost in the Fog*. After reading, ask: *Did the dog, frog and hog actually get lost? Where did they end up?* (They ended up where they started, sitting on the same log.)

**Word Hunt** Reread *Lost in the Fog*, emphasizing the words that end in -og. (*fog, dog, frog, hog, log*) Display each word, read it aloud with children, and underline the -og ending. Then display the words *top* and *not*, underline the -op and -ot endings, and say: *The animals sat on top of a log. They are not lost.* Ask: *What other words do you know that rhyme with top and not?*

**More Practice** Schedule time for children to play Rock Hop, which you can download from PearsonRealize.com.

## Apply and Assess

**Additional Words** *chop, crop, drop, shop, stop; got, spot, trot; clog, fog, dog, smog*

**Additional Words Activity** Say the additional words with children. Have children make word cards for them and sort the words by word family.

**Alternative Sort: Identify My Category** Sort the pictures and words into groups of living

and nonliving things. Begin by sorting three of the cards into categories. Then have children tell you where the next picture and word card should go. Continue until all cards have been sorted.

**Assess** Choose two words from each category to dictate in random order, and have children write them. Are children able to write each word correctly?

## Supporting All Learners

### School-Home Connections

**Sort and Read** Sort the words into the same word-family groups you did in school. Read the words aloud to a family member. Then explain why you sorted the words into those categories.

**Writing Sort** Write the headers on a piece of paper. Have a family member read aloud the words for you to write in the correct column. After you have written all the words, check that you have spelled and placed them correctly.

**Say Sentences** After the pictures and words have been sorted, you and a family member can take turns making up an interesting or funny sentence for each word.

### Supporting Multilingual Learners

**Language Acquisition** Talk about the meaning of the word *jog*. Explain that *run* has a similar meaning. Have children pantomime *jog* and use it in a sentence. Discuss other action words, such as *jump, hop, skip, walk, dance, and swim*. Have children act out each word and make up a sentence for it.

**L1 Considerations** Children who speak Spanish, Cantonese, Vietnamese, and Korean may have difficulty distinguishing short *a* and short *o* sounds. Give children extra practice with word pairs such as: *tap/top, map/mop, flap/flop; cat/cot, hat/hot, pat/pot; bag/bog, lag/log*.

### Differentiated Support

**Extra Support** If children have difficulty sorting words for three families, start by working with two families, *-op* and *-ot*. When they have mastered those families, introduce *-og*.

**Challenge** Have partners make up oral sentences that contain two or three rhyming words from each word family. For example: Go to a *shop* and get a *mop*. The *pot* is *not hot*. Can a *frog jog* on a *log*? Have children write or illustrate the sentences.

Word Families -op, -ot, -og

Sort  
9

pot

hog

cot

hop

log

frog

top

jog

mop

dot

hot

pop





Word Families -op, -ot, -og

-op				
-ot				
-og				



Write on the lines words that rhyme with *hop*, *hot*, and *hog*.

hop

hot

hog