Stage: Full Alphabetic
Skill Level:

Purpose: Post and read these statements with students to set a purpose for reading.

I can sound out words I don’t know.
I can predict what will happen in the story.
I can connect the words with the pictures and what I know to make inferences about the characters, settings, and events in the story.
I can retell parts of a story.

Materials: Print the vowel letters in red or a different color from the consonants.

Letter cards (u, a, m, d, b, g, r, n, t, s) or wipe-off board and marker. Print the vowel letters in a different color from the consonants.
Color copy of the book on the computer screen.
An individual black and white copies of the book for each student.
Sequence words (first, next, then, after that, finally) and connecting words (but, so, because).

Lesson Guide

Activity 1 Making Predictions from the Book Cover
Read the title (It's My Muddy Mud!) with students. Then look at the illustration on the cover to have students predict what the story is about. Help students to think about what the title and the picture together help us predict about the characters and the setting called the set-up of the story.

Predict:
Who are the characters? (I see, a bug, rat, monkey, hog, and something peeking out of the bushes.)
What is the setting? (It looks like a jungle, near a water hole, but the water is all gone, the mud is all dried up.)
What are the characters doing? (The illustration shows the animal characters are at the edge of the hole looking down at the dry cracked dirt.)

Think-aloud: “I see animals looking down in a big empty ditch or hole. The hole looks dry and cracked. I think the animals maybe thirsty or hot because I see the hot sun in the illustration. I also see something peeking out of the bushes. I wonder who or what that is. Maybe it is another animal. I am going to connect the picture to the title. The title says, It's My Muddy Mud! That makes me wonder who wants the mud. Which of the animals in the illustration wants the mud? The word It’s means it is.”

Activity 2: Word Work

Sounding Out Words and Recognizing Words
Before students read the book on their own practice these activities to prepare them to read the words accurately.

Phonemic Awareness
Point a finger for each sound you hear in a word.
Words with 3 sounds: hot, mud, with, fell, bug, hog
Words with 4 sounds: hops, yells, land
Words with 5 sounds: flops, brags, cracks
Words with 6 sounds: grunts

Sound-By-Sound Blending
Sound-by-sound blending for closed-syllable words: fell, hops, yells, land, cracks, flops, brags, grunts.
On wipe-off boards, have students give the sound as you spell each word letter by letter. Have students blend the consonant sounds with the vowel sound.
Example: flops
- Write the letter f
- Say: sound (Students respond /f/).
- Write the letter l.
- Say: sound (students respond /l/).
- Write the letter o.
- Say: sound: /o/.
- Say: blend (Students respond /fl/?).
Write the letter p.
Say: sound (Students respond /p/).
Write the letter s.
Say: sound (Students respond /s/)
Say: blend (Students respond /flops/)

Word Chain

Letter cards: u, a, m, d, b, g, r, n, t, s
Students have to listen for the sound that changes in each word and change their own cards or erase the letter on their board to change it to a letter to represent the sound change.
Follow the steps for the word chain.


Stage 2 Word Chains Demonstration

High-Frequency Words
:was, into, oh, calls, now
Use the cover of the book.
Label:
The ____________ (rat, bug, monkey, hog) was looking into the hole.
“Oh no!” calls the ___________________(name of an animal).

Phoneme-Grapheme Map for Blends

Tap out the sounds in the word.
Spell with students each sound in the word.
For dr blend students will hear the blend /jr/, but in English we spell the sound blend /jr/ with the letters d-r.
Each space is a sound block. Only one sound can be printed in each space.
Syllable Division

- muddy, hippo
  
  Clap the number syllables in the word.
  
  Divide each word between the two consonants: mud/dy, hip/po.
  
  Have students read each syllable with you and then blend the two syllables together.
  
  - mud- and hip- are closed syllables and have a short vowel sound.
  
  - dy and -po are open syllables and have a long vowel sound (in a multisyllable word, the vowel y makes the sound /ee/).

Activity 3 Individual Reading with Feedback from Teacher

The students read the text and sound out words they don’t know. While other students are reading, the teacher listens to one student read at a time and gives the student feedback on their pronunciation. Help them sound out the word and then put the sounds back together (blend). The challenging words in this book are words that have a beginning or ending blend or inflectional ending -s: plops, flops, drip, drop, brags, grunts.

Activity 4 Second Reading: Choral Reading with Teacher

My Turn, Your Turn

The teacher reads a line from the text and the students follow in their books with their finger. Then the students read the same line. Look to see if students are pointing to each word.

Example:

Teacher: “My turn. The bug hops into the mud. Your turn.”

Students: “The bug hops into the mud.”

Choral Reading: The teacher and students read the text at the same time.

Activity 5 Third Reading: Comprehension Practice

Close read of the text with teacher. Reread each page of the text with students. Teacher helps students to understand the story and make inferences with help from the illustrations. Teacher asks text-dependent questions or models a think-aloud to help students focus on the story set-up, make inferences, and practice talking about the text in response to questions. During the close read the teacher guides the students to integrate (put together) information from the text with information from the pictures. Inferences about what is happening in the story and evidence to support inferences and answers to questions can be used from both the text and the illustrations.

Students answer questions and reread parts of the book to show the evidence for their answers to the questions the teacher asks.

Example:

Ask: How did the monkey get into the mud? (The monkey fell out of the tree.)

Say: Read me the part that tells how the monkey got into the mud. (The monkey fell into the mud.)

Teacher helps students make inferences about what happens in the story, how the characters’ feel, or what they are thinking. Tell why something happens using the words and pictures as evidence to support their inference.

Here are some examples:

Why did the other animals leave the mud? (The hippo was too heavy and when he plops into the mud and makes a big splash the other animals are pushed out.)

What is the evidence? (The illustration shows how big the hippo was and we see the animals fly up in the air after the hippo hits the water.)

How did the animals feel at the end of the story? (disappointed)

How do you know? (by their expressions and they are looking back at the mud again).

Text-Dependent Questions

On each page there are questions to ask students for different levels of English language development.

* After one student gives an answer to a question, the teacher repeats the correct answer in a complete sentence. Then have all the students repeat the answer.
*Ask the students who gave the answer to show the other students where the answer came from in the book or picture.

Page 2 Text: *The sun is so hot. The mud was dry with cracks.*

Oral Language Level 1:
Point to the bug. Point to rat. Point to the hog. Point to the monkey. Point the big hole. Show me that something is hiding in the bushes.

Oral Language Level 2:
What are the animals looking at? (The empty hole.)
How do the animals feel? (hot, sad)
How do you know?

Oral Language Level 3:
Why is the mud dry and cracked? (Because the sun is so hot.)
Model a retell of the set-up of the story for students and then let them try:
One hot sunny day in the jungle, the bug, the rat, the monkey, and the hog were wishing for some nice mud to cool off in. But the mud hole was dry and cracked. They did not realize that something was watching them.

Page 3 Text: *Drip, drop, drip, drop. Drops fell on the land. The drops made mud.*

Oral Language Level 1:
Point to rain. Point to the drops of rain. Point to the mud. Point to the land.

Oral Language Level 2 & 3:
What happens all of a sudden? (It starts to rain).
What sounds did the author write for the rain? (drip drop).
What did the rain do? (It makes the land wet and it becomes mud.)
Model a retell of the initiating event that changes everything: *All of a sudden it starts to rain. The rain fills the hole with water and makes mud.*
Page 4 Text: The bug hops into the mud. “Oh, muddy mud!” buzzes the bug.

Oral Language Level 1:
Point to the bug.
Oral Language Level 2 & 3:
How does the bug get into the mud? (The bug hops into the mud.)
What does the bug say? (Oh, muddy mud!)
What does buzzes mean? (make buzzing sound)
Infer: Why did the bug want to go into the mud? (It wants to cool off from the hot sun.)

Page 5 Text: The rat runs into the mud. “Oh, muddy mud!” yells the rat.

Oral Language Level 1:
Point to the rat.
Oral Language Level 2 & 3:
How does the rat get into the mud? (The rat runs into the mud.)
What does the rat say? (Oh, muddy mud!).
Infer: Why did the rat want to go into the mud? (The rat wants to cool off from the hot sun.)
Infer: What might the rat be thinking? (Maybe it is thinking the mud looks great and the bug is having a great time.)
Page 6 Text: The monkey fell into the mud. “Oh no, muddy mud!” calls the monkey.

The monkey fell into the mud.
“Oh no, muddy mud!” calls the monkey.

Oral Language Level 1:
Point to the monkey.

Oral Language Level 2 & 3:
How does the monkey get into the mud? (The monkey falls out of the tree into the mud.)
What does the monkey say? (Oh no, muddy mud!).
Infer: Do you think the monkey wants to go into the mud? (The monkey fell out of the tree so maybe it fell into the mud by accident.)
What is your evidence? (It says, Oh no!)
Infer what the monkey might be thinking? (Maybe the monkey is thinking he is going to get all dirty in the mud.)

Page 7 Text: The hog flops into the mud. “Oh, muddy mud!” grunts the hog.

The hog flops into the mud.
“Oh, muddy mud!” grunts the hog.

Oral Language Level 1:
Point to the hog.

Oral Language Level 2 & 3:
How does the hog get into the mud? (The hog flops into the mud.)
What does the hog say? (Oh, muddy mud!)
Infer: Why did the hog want to go into the mud? (The hog wants to cool off from the hot sun.)
Infer: What might the hog be thinking? (Maybe the hog is thinking the mud looks great and the other animals are having a great time.)

Page 8 Text: The hippo plops into the mud. “Oh no!” yells the bug, the rat, the monkey, and the
Oral Language Level 1:
Point to the hippo. Point to the bug. Point to the rat. Point to the monkey. Point to the hog.

Oral Language Level 2+:
How does the hippo get into the mud? (The hippo plops into the mud.)
What do the other animals say? (Oh, no!)
Infer: What was the problem with the hippo? (It was much bigger than the other animals.)
Infer: What might the other animals be thinking and feeling when they see the hippo coming down into the mud? (They are probably feeling worried or scared that the hippo might land on top of them because the hippo is so big.)
How do you know? (Their expressions look worried, and the shadow of the hippo is big.)
Who do you think was peeking out of bushes at the beginning of the story? What is your evidence?

Page 9-10: Text: “Now, it’s my muddy mud!” brags the hippo.

Oral Language Level 1:
Point to the hippo.

Oral Language Level 2+:
What happens when the hippo lands in the mud. (All the other animals fly out.)
What did the hippo tell the other animals? (Now, it’s my muddy mud!) What does the hippo mean? (The mud belongs to him.)
Why did the author write, “brags the hippo?” What does brag mean? (to show off or boast about something that you have and others don’t have).
How do the other animals feel at the end?

Rereading/Dramatizing the Story
Talk about punctuation and how to read the exclamation mark (!).
Have students take the parts of different animals. Have a narrator read the other parts.
Activity 6 Retell the Story

Model retell of the story: Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. First, the teacher models a retell of the story using the sequence and connecting words. Then students can help the teacher tell parts of the story or fill in words when the teacher pauses.

Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. These academic language word are bolded. Use the word decides or wants in the retell to help students understand the characters' goals.

Students can practice retelling parts of the story. The teacher has the sequence words and connecting words on cards. Use the pictures from the story to help remember details of the story to retell.

Retell the story:
One hot sunny day in the jungle, the bug, the rat, the monkey, and the hog wish for some nice mud to cool off in. But the mud hole is dry and cracked. They do not realize that something is watches them from the bushes. All of a sudden it starts to rain. The rain fills the hole with water and makes mud. The animals decide to jump into the mud because they want to cool off. First, the bug hops into the mud. He is happy and buzzes, “Oh, Muddy, Mud.” Next, the rat runs into the mud. Then, the monkey falls out of a tree into the mud but he is not happy and says, “Oh, no! Muddy mud.” After that, the hog flops into the mud. All the animals are happy as they share the mud. They cool off in the mud. Finally, along comes a hippo.” The hippo plops into the mud. All the animals look up and are worried because the hippo is so big and maybe it will land on them. When the hippo lands in the mud all the other animals fly up and out of the mud. The hippo says, “Now it’s my muddy mud!” All the other animals look at the hippo and realize they are out of luck because the hippo does not want to share the mud.

Activity 7 Cut-Up Sentences

Prepare the sentences and then cut apart the words, but leave the period with the last word of the sentence as a clue. Guide students to use strategies to put the words back in order to make sense.  
The bug hops into the mud.  
The rat runs into the mud.  
The hog flops into the mud.  
The hippo plops into the mud.  
The mud was dry with cracks.

Activity 8 Word Fluency Practice

Use the Decodable Word Chart on page 11 to review all of the short vowel words from the book. This will help students become more automatic at reading closed syllable words with a short vowel pronunciation.
Decodable Word Chart

<table>
<thead>
<tr>
<th>Long /e/ (ee)</th>
<th>Short /i/</th>
<th>Short /e/</th>
<th>Short /a/</th>
<th>Short /u/</th>
<th>Short /o/</th>
<th>Schwa /ɔ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>muddy</td>
<td>with</td>
<td>buzzes</td>
<td>cracks</td>
<td>mud</td>
<td>hot</td>
<td>the</td>
</tr>
<tr>
<td>drip</td>
<td>wet</td>
<td>land</td>
<td>sun</td>
<td>drop</td>
<td>was</td>
<td></td>
</tr>
<tr>
<td>hippo</td>
<td>yells</td>
<td>rat</td>
<td>muddy</td>
<td>drops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it’s</td>
<td>fell</td>
<td>brags</td>
<td>bug</td>
<td>hops</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>buzzes</td>
<td>hog</td>
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<td></td>
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<td></td>
<td>runs</td>
<td>flops</td>
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<td></td>
<td></td>
<td></td>
<td>grunts</td>
<td>plops</td>
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</tr>
</tbody>
</table>

Activity 9 Connecting the Spelling of the Word to its Grammatical Meaning

Make this chart and write and read the word sums with students. Example of how to read the word sum: “h-o-p plus s is rewritten as hops.” Listen to how the letter s is pronounced at the end of the word.

<table>
<thead>
<tr>
<th>Inflectional Ending –s as a Tense Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page</td>
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<tr>
<td>------</td>
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<tr>
<td>5</td>
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<td>6</td>
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<td>7</td>
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<tr>
<td>8</td>
</tr>
</tbody>
</table>

Activity 10 Wrap-Up

Talking about Opinions and Feelings, Comparing Stories

Students talk about the story and/or write about the story. Students can give an opinion. What part of the book do you think was funny? Tell why you think it was funny. I think the ____________ was funny because _______________.

Compare the story, It’s My Muddy Mud, with the story Nap on a Mat. Both stories have a bug and rat.
character. Both stories have a big animal at the end who is very heavy.
Sentence frame for inferring feelings:
The monkey feels ___________________ because _____________________.
(The monkey feels scared because he fell out of the tree.)

Activity 10 Assessment

<table>
<thead>
<tr>
<th>land</th>
<th>hog</th>
<th>plop</th>
<th>fell</th>
<th>wet</th>
</tr>
</thead>
<tbody>
<tr>
<td>drip</td>
<td>drop</td>
<td>mud</td>
<td>flop</td>
<td>grunt</td>
</tr>
</tbody>
</table>

Record answers:
If the student sounded out the word before saying it write the letters with dashes (For example: w-e-t or w-et) in the box. Mark a (+) in the box to show they could sound out the word and blend it back together.
If the student recognized the word without sounding it out then just make a (+) mark in the box. If the student did not read the word correctly then write a (0) in the box. Count the number of words read correctly and record it as ______correct/10.

Comment on vowel errors:
Comment on consonant errors:
Comment on blend errors:
Miscues (errors) made in context:
Type of error: