Stage: Partial Alphabetic
Skill Level:

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

I can use strategies to sound out words I don’t know.
I can predict what will happen in the story.
I can read to understand parts of the story.
I can use the pictures after I read the words to help me understand what happens 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 (b, u, g, m, d, a, p, t, o, p, h, , t, r, u, n, s) or wipe-off board and marker
Color copy of the book on the computer screen.
Individual black and white copies of the book for the students.
Sequence words (first, next, then, after that, finally) and connecting words (but, so, because).
High-frequency words printed on cards or in sentence frames: oh, the, is, so, into, no, my

Lesson Guide

Activity 1 Predicting Using Title and Cover Illustration

Before doing this activity become familiar with the demonstration and explanation for Exploring the Book Cover activity.
Read the Title (Oh, 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 help us predict about the characters and the setting called the setup of the story.
Who are the characters? (I see a rat, bug, hog, and monkey.)
What is the setting? (Near the jungle and a big dry hole.)
What are the characters doing? (Looking into a big hole.)
Think-aloud: Say: I see animals looking into the dry dirt in a big hole. There is something peeking out of the bushes watching them. What do you predict it is? What is your evidence?

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. Use pictures from the book or that you draw to give meaning to the words that will be practiced.

Phonemic Awareness
Point a finger for each sound you hear in a word.
Words with 3 sounds: tap, rat, hog, bug, sun, hot, mud
Words with 4 sounds: runs, pops, hops
Words with 5 sounds: plops

Sound-By-Sound Blending
Write the first letter of the word on the board and have students say the sound. Write the second letter and have students say the sound. After students pronounce the first vowel, blend the vowel and the consonant(s) that came before it together. Then continue to have students pronounce the last consonant sound(s) and then blend all the sounds of the word together. (sun, mud, hot, tap, bug, rat, fell, hog, pops, plops).

Word Chain
Use letter cards: (b, u, g, m, d, a, p, t, o, p, h, , t, r, u, n, s).
Before doing this activity become familiar with the demonstration and explanation for Word Chain activities.
In the word chain activity, students learn to listen for a one sound change as the teacher says the next word in the chain. Students will listen for a change in one sound, the addition of a sound, or the deletion of a sound. They respond by making the change of letter(s) to represent the change of sounds.
Announce the first word for students to spell. After students spell the first word, say the following: “You are going to listen carefully to how I change each word by just one sound. You can only change one sound each time to spell a new word.”
Follow the steps for the word chain. Try to show a picture or explain the meaning of any words students don’t know. Connecting spelling to meaning will help students to recognize words faster when they see them in print.
Follow the steps for the word chain.
Say to students: Spell bug.
Say: Change bug to mug.
Say: Change mug to mud.
Say: Change mud to mad.
Say: Change mad to map.
Say: Change map to tap.
Say: Change tap to top.
Say: Change top to pop.
Say: Change pop to hop.
Say: Change hop to hog.
Say: Change hog to hot.
Say: Change hot to rot.
Say: Change rot to rat.
Say: Change rat to rut.
Say: Change rut to run.
Say: Change run to runs.

High-Frequency Words
Word cards: the, is, oh, no, so, my, into
Use the cover of the book.
Label: the rat, the bug, the hog, the monkey. Use the word into in a sentence.
Oh, no, _________________ (name of animal) don’t fall into the hole.
My _________________ (name of animal) is so _________________ (big or little).
Activity 3

Let students try to read the words in the book on their own. This allows students to apply their decoding skills to read the unfamiliar words in the book. The teacher can listen to one student read at a time and give each student individual help as needed with their pronunciation. When a student makes an error on reading a word, help that student to sound out the word and then blend the sounds back together. Try not to tell the word to the student, instead help the student sound it out.

Activity 4 Second Reading of Book: Do a choral reading of the book with students

My turn, Your turn. The teacher reads a line from the text and the students follow in their books and point to each word as the teacher read it. Next, the students read the same sentence. Look to see if students are pointing to each word.

Example: My turn: Ants run on a log.
         Your turn: Ants run on a log.

Activity 5 Third Reading of Book: Comprehension and Oral Language Practice

Reread each page of the text with students. Guide students to understand the story and make inferences with help from the illustrations. Ask questions or do a think aloud to help students understand what words mean or how an illustration helps us understand about the story. Ask questions that require inferences based on careful attention to the text or pictures. Ask text-dependent questions that help guide students to understand the author’s meaning. Important steps in the close reading process are:

- Students reread parts of the book to show the evidence for their answers to the questions the teacher asks.
  - Example: Read me the part that tells what the bug does.
- Teachers help students make inferences about what happens in the story, how the characters’ feel, or what they are thinking. The teacher guides students to tell why something happens using the words and pictures as evidence to support their inference.
  - Example: Why do you think the hippo says “Oh, my mud”? (All the animals flew out, so now it’s just his mud.)
- Teachers ask questions that have the student react to the story.
  - Example: How did you feel when the hippo appeared in the story?
- Teacher asks questions at different English oral language levels to encourage the participation of all students, including those students that are not yet speaking English. Students at lower oral language levels can respond by pointing to what they can understand or acting out the meaning of a word or event.

Text-Dependent Questions

On each page there are questions for students who are at 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 sun is so hot.

Oral Language Level 1:
Point to the bug. Point to rat. Point to the monkey. Point to the hog. Point to the sun.

Oral Language Level 2:
What are the characters doing? (They are looking at the big hole that has dry dirt)
What important about the setting of the story? (It is very hot and the animals don’t have any water or mud to cool off in.)

Oral Language Level 3:
Why do the animals look sad? (They look sad because it is so hot and there is not mud or water in the hole to cool off in.)

Page 3 Text: Tap, tap, tap.

Tap, tap, tap.

Oral Language Level 1:
Point to rain.

Oral Language Level 2 & 3:
What sound does the rain make? (tap, tap, tap).
How do you know? (The words say tap, tap, tap.)
Infer: What does the rain do? (It makes mud.)
Model Retell the setup of the story:
One hot day in the jungle all the animals are looking at the big empty hole with dry dirt. They want to cool off but there is no mud or water. Then it starts to rain. The rain makes mud.
Page 4 Text: *The bug hops into the mud. “Oh, mud!”*

Page 5 Text: *The rat runs into the mud. “Oh, mud!”*
Page 6 Text: The monkey fell into the mud. “Oh no, mud!”

Oral Language Level 1:
Point to the monkey. Point to the tree branch. Show me how the monkey feels.
Oral Language Level 2 & 3:
How does the monkey get into the mud? (He falls in.)
Infer: How does the monkey like the mud? (He doesn’t like it at first, because he says, “Oh, no, mud!).
How does the monkey feel when he falls into the mud? How do you know.
Look at the other animals expressions. How do you think they feel? (I think they look worried or surprised because they are not smiling.)

Page 7 Text: The hog pops into the mud. “Oh, mud!”

Oral Language Level 1:
Point to the hog. Point to the word pop.
Oral Language Level 2 & 3:
How does the hog get into the mud? (He pops.)
What does the word pop mean in the story? (hop or jump)
Infer: How does the hog like the mud? (He loves it because he says Oh, mud!)
The hippo plops into the mud. “Oh, mud!”

Oral Language Level 1:
Point to the hippo. Is the hippo big or little?
Oral Language Level 2 & 3:
How does the hippo get into the mud? (He plops.)
What does the word plop mean in the story? (It means when something big hits the water or mud.)
How do the other animals react or feel when they see the big hippo coming down? (They look worried.)
Why? (because they see something big about to fall on them.)

Page 9 Text: “Oh, my mud!”

“Oh, my mud!”

Infer: How does the hippo like the mud? (He loves it because he says Oh, mud!) What does the hippo say? (“Oh my mud!”) Why does the hippos say, “my mud?” (Because all the other animals left the mud hole and he is alone). What does the hippo mean? (The mud is all for me.)
Activity 6 Retell the Events in the Book

Teacher models and students practice a retell of story according to story grammar at the action-sequence stage of story narrative development (set-up of story, events in sequence).

Directions:
Model a 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.
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 words are bolded. Use the word decides or wants to model the next stage of narrative development.

Retell the story:
One hot day all the animals are looking at the big dry hole. They want some mud to jump into and cool off. Something is peeking out of the bushes. Then it rains and the rain makes mud. First, the bug hops into the mud. He is happy and says, “Oh, Mud.” Next, the rat runs into the mud. Then, the monkey falls into the mud but he is not happy and says, “Oh, no, mud.” After that, the hog pops into the mud. All the animals are happy sharing the mud. Then, along comes a hippo who was hiding in the bushes. The hippo plops into the mud. All the animals look up and are worried because he is so big. When the hippo lands in the mud all the other animals fly up and out of the mud. The hippo says, “Oh, my mud!” All the other animals look at the hippo and realize they can jump back in. Finally, they dive back into the mud.

Students can practice retelling parts of the story. The teacher has the sequence words (first, next, then, after that, finally) and connecting words on cards (but, so, because). Use the pictures from the story to help remember details of the story to retell.

Activity 7 Oral Language Practice with High-Frequency Words

Use sentence frames to practice reading and saying the word “into”:
The bug hops _______ the mud.
The rat runs _______ the mud.
The monkey fell _______ the mud.
The hog pops __________ the mud.
The hippo plops ________ the mud.

Rereading/Dramatizing the story.
Read with the students how each animal might say, “Oh, mud!” and change voices.
Give each student one page of the story to read. The reread the story.
Activity 8 Cut-Up Sentences

Before doing this activity become familiar with the demonstration and explanation for the Cut-up Sentences activity.

Directions: Prepare the sentences on a strip of paper and then cut the sentence into individual words, but leave the period with the last word of the sentence as a clue. It is helpful to write each sentence in a different color or on a different color paper so students don’t mix up the words from different sentences. Guide students to use strategies to put the words back in order to make sense. The first clues students can learn to use are the uppercase letter for the first word in the sentence and the punctuation after the last word in the sentence.

The bug hops into the mud.
The rat runs into the mud.
The monkey fell into the mud.
The hog pops into the mud.
The hippo plops into the mud.

Activity 9 State an Opinion

Model for students using the sentence frame how to state an opinion with a reason.

Examples:
I think the hippo jumping in the water was funny, because all the animals went flying out of the mud.
I think the part when the hippo jumped in the mud was funny, because he made the sound plop.

Sentence frame: I think the ___________________ was funny, because ___________________.

Question for discussion: What part of the book do you think was funny? Tell why you think it was funny.

Sentence frame: I think the ___________________ was funny, because ___________________.

Activity 10 Draw and Write

It is fine for students at this stage to draw their response to the story and try to spell some of the words they want to say about their picture. It is better for them to try to spell words by sounding out the word and using their letter-sound knowledge than just copying from the book.

Have the students draw a picture of one of the animals jumping in the mud. It can be an example from the book, or they can be creative. Suggest they write what the animal is doing and what he is thinking when he does it.

Example:
Draw a picture of a zebra jumping in the mud.
Write: “The sun is so hot! I want to rest in the mud.”