

Mud

GOALS

Comprehension

Making connections: Ask students if they have ever played in mud.

Was it fun? How did it feel?

Vocabulary

High-frequency Words: is, on, my, there, in

Content Words: mud, boots, toes, hands, clothes, back, hair, everywhere

Phonemic Awareness

Recognise and produce words that words that have the same medial sound: /u/

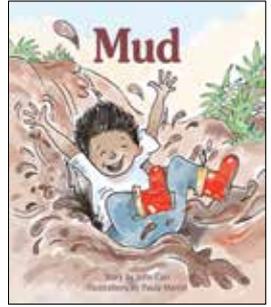
Phonics

Letters and Sounds: u

Words to Blend and Segment: mud, mum, mug, cup, but

Fluency

Model fluent reading of a section of the text for students to repeat



It's fun to play in mud.

Before Reading

- Ask students if they have ever played in mud. Was it fun? How did it feel?
- Together look at the cover of *Mud*. Read the title and the names of the author and illustrator. Discuss what is happening in the picture. Ask: What is the boy doing? How is he feeling? How do you know? Look at the title page illustration. Is there anything different to the cover illustration? What do you think might happen in the story?
- Talk/walk through the pictures. What is the boy doing on each page? Before turning to page 16, predict the ending. What happens when Mum and the dog arrive?

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together.
- On page 2 students discuss what they think the boy is looking at in the picture. Read the words together. *There is mud on my...* Ask: What letter does the word start with? /b/. What is in the picture that starts with /b/? *boots*. Does boots make sense? Yes. *There is mud on my boots*.
- Follow this pattern for each page, discussing the picture and reading the words together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. On page 15, how are the children feeling? What happens on page 16?
- Retell the story in order. What happened first? Next? And so on. How did the story end?

Phonemic Awareness

- Recognise and produce words that have the same medial sound: /u/ Talk about what a middle sound means. Students listen to you saying the sounds in *mud* /m/ /u/ /d/. Say them separately, then blend together slowly. They listen particularly for the medial sound /u/.
- Have students listen to you reading more words with /u/ in the middle, e.g. cup, pup, nut. Say the words slowly stretching out the sounds. Together think of more words with the same medial sound /u/. e.g. nut, must, much

Phonics

- Discuss the name and sound of the letter u. Write cvc words *mud*, *mug*, *mum*, *cup* and *but* on the board to practise blending and segmenting the sounds together as a group. e.g. /m/ /u/ /d/
- Illustrate using alphabet letters *m*, *u*, *d*, touching them as the sounds are made for the word *mud*.

Word Study

- Talk about the words *is*, *there*, *in*, *on* and *my*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate the words on a few of the pages. Look for the page with *in*. (page 12) Talk about the difference between *in* and *on*. Demonstrate with a pencil, e.g. on a desk and in a desk.
- On a piece of paper, students draw a picture from the story. They write the words (with help if needed), *There is mud on my*_____. They find and write the final word in the space and read their sentence to a partner.

Fluency

- Model fluent reading of a section of the story for students to repeat, e.g. pages 2, 4 and 6. Then follow with three more pages. Continue on until the end of the story with students repeating after hearing the model.
- On page 14, talk about the use of commas and the full stop. Model reading with the pauses for punctuation Students copy the model. (Show the difference if there were no pauses.)
- Students take turns to read the story to a partner.

Writing

- Have students write a new story using the same pattern: *There is mud on my*____. What is something else mud could be on? e.g. shirt/dress/arms/legs. Students write the story and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.