

The Big Mud Puddle

Level 6

Fiction

Word count: 115

Text type: Narrative



HFW introduced:	garden, get, they, will
HFW consolidated:	cried, good, into, jump/ed/ing, run, went
Linking texts:	<i>The School Garden</i> (non-fiction); <i>Digital Poster 'Wonderful Weather'</i>
Curriculum link:	me/family, physically active
Phonological awareness:	blending vowels and consonants; adjacent consonants 'cr'; segmenting CVC words; suffixes 's', 'ing' and 'ed'; double consonants 'dd' and 'll'
Story summary:	Lea and Dad go outside to play in the garden. They have fun playing in the big mud puddle.

Tuning in

- Talk about puddles and where children have seen puddles before. Discuss how puddles are made. Have children role-play jumping in puddles and talk about the noise it makes and what happens to the mud or water when people jump.
- Discuss how mud is made when water and soil are mixed together. Show children a container of soil and pour water over it. Talk about how the soil changes to mud. Have children compare the soil and the mud.

Book walk

- Introduce the story. Give each child a copy of the book and discuss the title. Ask, *How many words are in the title? Can you find the word 'puddle'? How did you know that word would be 'puddle'? Can you see any other words you know in the title?* Discuss the cover illustration. Ask, *What do you think is going to happen in the book?* Have children predict what words might be in the text.
- Flip through the book, discussing events and illustrations. Promote language that is used throughout the text. Discuss how illustrations help us to read the text. When questioning, use vocabulary from the text.

pages 2–3: Ask, *What is Lea putting on? Where do you think she is going to play? What do you think the weather is like in the garden if Lea is putting her boots on? Who is going to play in the garden with Lea?*

pages 4–5: Ask, *Where have Lea and Dad gone? What can Lea see? Does the big mud puddle look good?*

pages 6–7: Ask, *Who is going in the big mud puddle?*

pages 8–9: Ask, *What is Lea doing in the puddle now? Who is running in the puddle? What do you think will happen to the mud?*

pages 10–11: Ask, *What is Lea doing in the puddle now? Who else could jump in the puddle?*

pages 12–13: Ask, *Who is jumping in the big mud puddle now? What are they doing in the puddle?*

pages 14–15: Ask, *Who is jumping in the big mud puddle?*

page 16: Say, *Oh, no! What happened to Lea? Where is the mud now?*

Reading the text

- Have children read independently. Focus on meaning, structure and visual cues. Support development of reading strategies. Identify areas that challenge children and can be developed into future learning experiences.
- Discuss reading strategies with children. During reading ask, *How could you work out this word? Did that make sense?* Encourage children to go back and self-correct.
- Ask children to predict what will happen on the next page and how the story might end.
- Have children relate the text to their own experiences. Ask, *Have you ever jumped in puddles? What happened when you jumped in puddles?*
- Talk about the characters in the text and their role in the story.
- Have children retell the story in their own words.
- Ask inferential questions such as: *Where did the puddle come from? Why is Lea jumping in the puddle? What do you think Lea will have to do when she goes inside?*

After reading

Focus on meaning, structure and visual cues that children found difficult while reading. Discuss strategies and provide opportunities for children to consolidate specific skills. For example, if children had difficulty with the word 'boots', discuss strategies such as sounding out, re-reading or looking at the illustrations.

Choose from the following activities.

Comprehension

- **Sequencing:** Have children recall the events of the text. Flip through the pages and have children explain what is happening. Ask, *What happened before this? What happened next?* Have children complete **PW 1** (page 3), recalling what happened at the beginning, middle and end of the story and drawing (or writing) the events in the corresponding spaces.
- **Summarising:** Talk about what happened in the story. Ask, *What were the main things that happened?* Have children draw a picture that summarises what happened. Make sure they include the important parts of the text. Encourage children to explain and discuss their drawings.

Phonological awareness

- Discuss the strategy of blending sounds. Write the letters 'a-n' on the board and explain the strategy of blending by saying 'an' rather than 'a-n'. Talk about blending other vowels and consonants from the text such as 'e-n', 'u-d' and 'i-g'. Have children practise blending these sounds. Ask them to find words in the text with these sounds.
- Talk about the adjacent consonants 'c-r'. Discuss how when these letters are together we say 'cr', rather than saying the two sounds separately. Have children find the word 'cried' in the text and identify the 'cr' blend at the beginning. Brainstorm other words that begin with 'cr'.
- Discuss the reading strategy of segmenting words into separate phonemes. Find 'big' in the text and discuss how to read it by sounding 'b-i-g'. Have children blend the phonemes together. Identify and discuss other words in the text that can be read using the same strategy, e.g. 'mud', 'can', 'run'. Have children complete **PW 2** (page 4) by adding in the missing letters.
- Talk about how the suffix 's' changes the way we read a word. Have children find 'boots' in the text. Ask them to cover the 's' suffix and identify 'boot'. Discuss how the 's' at the end of the word means there is more than one boot.
- Find 'jumping' in the text and discuss how it has an 'ing' ending. Talk about how an 'ing' ending changes the way we read the word. Brainstorm and record other words that end in 'ing'.
- Talk about the 'ed' suffix in 'jumped'. Discuss how 'ed' at the end of a word means that something has already happened. Have children find 'jumped' in the text. Ask them to cover up the 'ed' ending and identify 'jump'. Talk about how the 'ed' changes the way we read the word.
- Discuss the words 'puddle' and 'will'. Discuss how these words have double letters. Talk about how when you sound these words you only say the sound once. Have children find these words in the text.

Vocabulary

- *Visual recognition of high-frequency words:* 'garden', 'get', 'they', 'will', 'cried', 'good', 'into', 'jump', 'jumped', 'jumping', 'run', 'went'. Write these words on flash cards (two cards for each word) and play games such as Snap, Memory and Go Fish.
- Have children cut out letters from newspapers and magazines and use them to spell the high frequency words.

Fluency

- Talk about the concept of reading fluently—smoothly and without stopping. Use the text to model how to read fluently. Have children practise by reading the text to each other smoothly and without stopping.

Text conventions

- *Sentence features:* Discuss how sentences begin with upper-case letters and end with full stops. Turn to different pages and have children identify the upper-case letters and full stops. Ask, *How many sentences are on this page?*
- *Upper- and lower-case letters:* Have children identify upper- and lower-case letters in the text. Encourage them to find matching upper- and lower-case letters. Discuss how upper-case letters are used at the beginning of sentences and at the beginning of someone's name.
- *Exclamation marks:* Identify the exclamation marks in the text. Talk about how we use exclamation marks when we want to show something is important or exciting. Discuss how an exclamation mark changes the way we read a sentence. Ask children to practise changing their tone when reading sentences with an exclamation mark.

Writing

- Have children write a recount of a time when they were out splashing in puddles. Encourage them to use high-frequency words and to spell unknown words by using sound-letter correspondence.

► ELL engagement

- Collect items that are used when it is raining, e.g. raincoat, boots, rain hat and umbrella. Encourage children to try on or use the items and talk about how they are different from other clothes. Talk about how these things keep people dry when it is raining. Discuss when people usually use these things. Have children complete **PW 3** (page 5), cutting out the paper doll and dressing it in wet-weather clothing. Children can then use the doll to role-play events of the story.

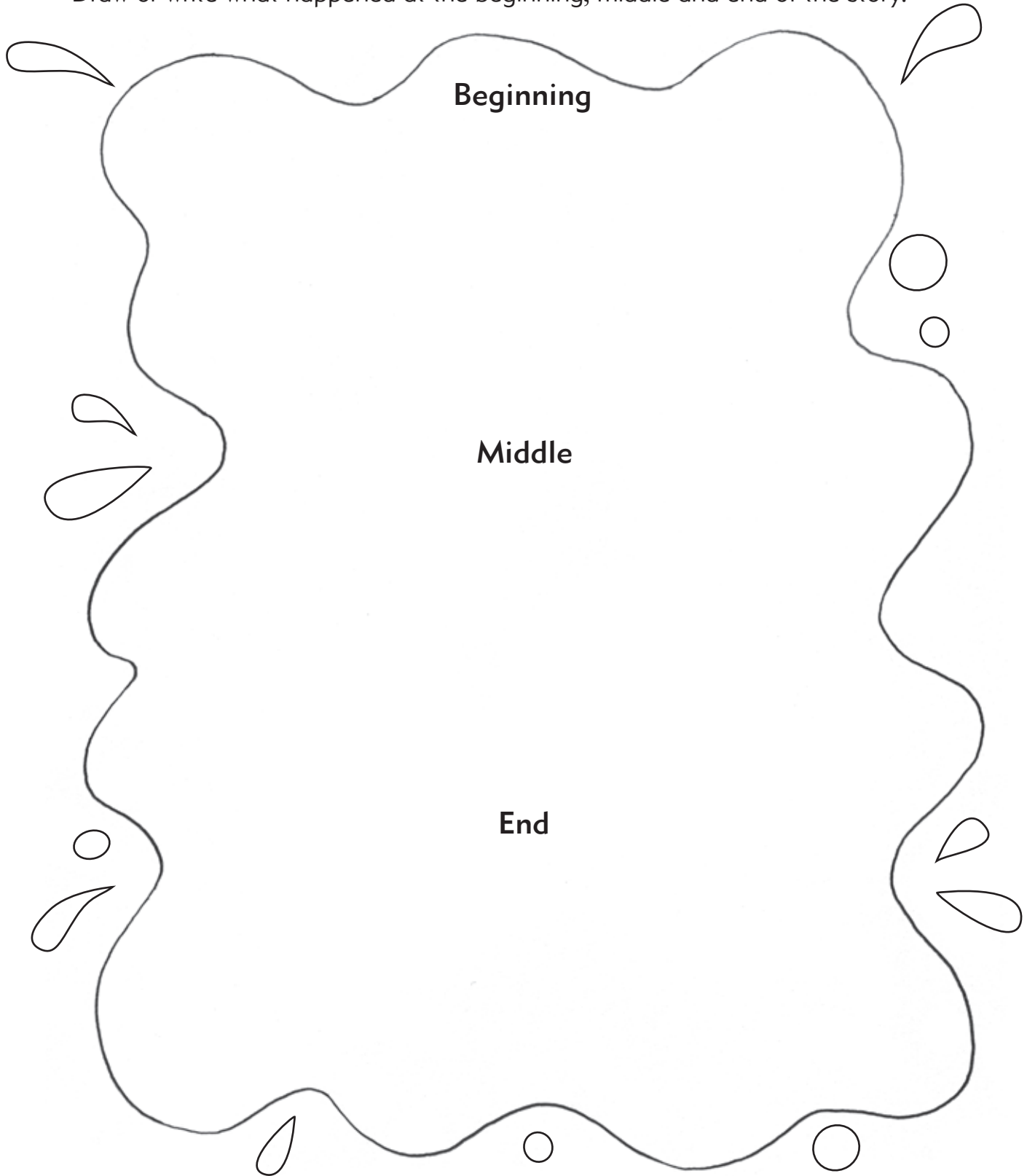
► Assessment

- PWs 1, 2 and 3 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 1 could be kept in the child's portfolio
- Complete Running Record (page 61)

Name: _____ Date: _____

Beginning, middle, end

- Draw or write what happened at the beginning, middle and end of the story.





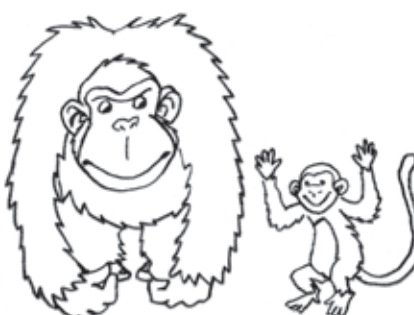






Main teaching focus <i>Comprehension:</i> Sequencing events from the story into beginning, middle and end.	Other teaching focus <i>Comprehension:</i> Recalling events from the story.	Teacher's note Children recall events from the text and draw (or write) them in the puddle according to the sequence they occurred in the story.
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Name: _____ Date: _____

Blending letters

- Write the words by blending the correct letters.

u d a n u n i g

<p>p _____</p> 	<p>m _____</p> 	<p>b _____</p> 
<p>s _____</p> 	<p>f _____</p> 	<p>m _____</p> 
<p>c _____</p> 	<p>r _____</p> 	<p>d _____</p> 

Main teaching focus

Phonemic awareness: Reading words by blending letters.

Other teaching focus

Phonemic awareness: Recognising initial letters sounds.

Teacher's note

Children add in the missing letters to complete the words to match the pictures.

Name: _____

Date: _____

Wet-weather clothes

You will need: coloured pencils, scissors

- Colour in and cut out the paper doll and the clothes.



Main teaching focus

Oral language development: Clothing items.

Other teaching focus

Oral language development: Role-playing events of the story using puppets.

Teacher's note

Enlarge the PW. Children colour and cut out the paper doll and clothing, then use the doll to role-play events of the story.

Running Record

Name: _____ Age: _____ Date: _____

Text: *The Big Mud Puddle*

Level: 6

Running words: 115

Summary: _____

Page no.		Errors	Self-corrections	Reading Strategies
2	“Come on, Dad,” said Lea. “We can play in the garden.”			
3	“I will get my boots,” said Dad.			
4	Dad and Lea went into the garden. “Look, Dad!” cried Lea. “I can see a big mud puddle. The big mud puddle looks good!”			
6	“Look, Dad!” said Lea. “I can go in the big mud puddle.”			
8	“Look, Dad!” said Lea. “I can run in the big mud puddle.”			
10	“Look, Dad!” said Lea. “I can jump in the big mud puddle. You can jump, too.”			
12	Lea and Dad jumped in the big mud puddle.			
13	They jumped and jumped!			
14	“I am jumping in the big mud puddle,” said Lea. “Look at me!”			
16	“Oh, no!” said Lea. “Look at me!”			
Totals				

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