Text: Oh, Mud! **Duration:** 8 days, 50-60 mins per session **Instructional Strategies** ● Segmenting and blending through Elkonin boxes ● Partner reading ● Shared reading with teacher modeling ● Independent reading ● Class discussions ● Learning centers	**Word Work Focus:** ● Segment and blend CVC and CVCC words ● Read sight words with automaticity in isolation and in context **Comprehension Focus** ● Read to infer for deeper meaning about cause-and-effect **Social-Emotional Focus** ● Work with a partner to build shared understanding ● Connect to main ideas about cause-and-effect
Materials ● Teacher text ● Student texts ● Red word/sight word cards ● Letter cards for finger-tapping ● Elkonin boxes and objects/chips ● Centers materials ● Board and writing utensil ● Sentence strips for sentence frames ● Student erasable boards ● Celebration materials	**Sight Words Taught:** ● so, into, my **Text-Specific Vocabulary Taught:** ● hops, runs, falls, plops, pops, hippo, monkey **Oral Language Practice** ● Using verbs in simple sentences, written and spoken **Phonics Skills/Concepts Taught:** ● Decoding CVC and CVCC words, all short vowels **Assessment**

Note: Follow with Short U lessons.

Oh, Mud! (Stage 2, Day 1)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "Oh, Mud!", large enough for student display
- One set of letter cards
- Red word/sight words flash cards
- Board
- Centers materials: see Centers document

Building Comprehension: Picture Walk (5-7 mins)

Display the cover page of "Oh. Mud!" In "Oh, Mud!", many characters wish to take a break on a hot day! *Take a picture walk, helping students notice, predict and wonder.*

Word Work: Segmenting and Blending (7-10 mins)

Video model

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we break apart sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Display title page.

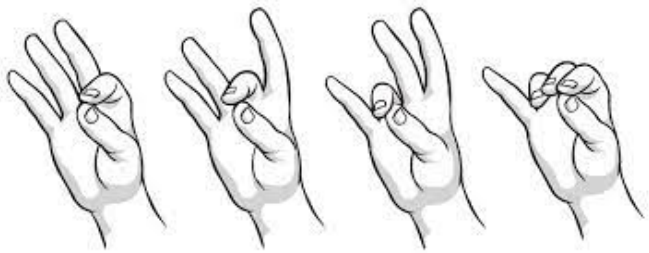
Display three letter cards that spell "mud".
Every word and word part has a *very* important letter: a vowel. This word has the vowel "u" *(say the letter name)*.
Point to the "u" letter card.

"u" says /u/ (*say the short vowel sound*).

What does the vowel "u" say? *Students should echo /u/ (short vowel sound).*

Let's break apart the sounds in words with the vowel "u" (*say the letter name).*

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Face the class. If most of your students write with their right hand, use your left hand, so you are a mirror for the students. They will see you using your left hand and they will mirror you by tapping with their right hands.
Tap each sound. Point to each letter card as you tap.



/m/ /u/ /d/ /mud/

Your turn! *Repeat above, as students tap each sound and blend /m/-/u/-/d/, /mud/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "run".
Tap each sound. Point to each letter card as you tap. /r/-/u/-/n/, /run/.
Your turn! *Repeat above, as students tap each sound and blend /r/-/u/-/n/, /run/.*

Student Practice (*NOTE: We are making a big shift here. Students are tapping and blending without you modeling first.)*
Display letter cards for "rut".
Inspectors, think about the sounds in your head before we break the word apart! *NOTE: Once you are confident that students know the letters' sounds by sight, you no longer need to review with the "what sound?" prompts and can go straight to tapping and blending.*
Point to the r letter card. What sound? */r/*
Point to the u letter card. What sound? */u/*
Point to the t letter card. What sound? */t/*
Let's tap!
With students, finger tap each sound and blend: /r/-/u/-/t/, /rut/.

Great! One more word with the vowel "u"!
Display letter cards for word "rug."
Point to the r letter card. What sound? */r/*
Point to the u letter card. What sound? */u/*
Point to the g letter card. What sound? /g/
Let's tap!
With students, finger tap each sound and blend: /r/-/u/-/g/, /rug/.

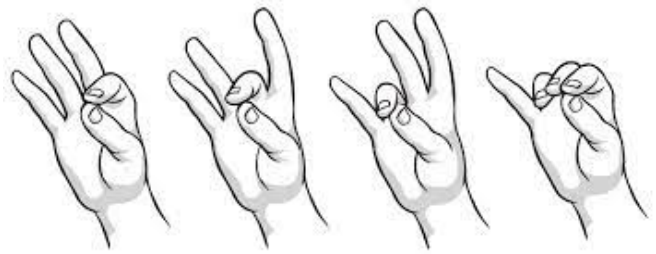
Amazing job inspectors!

Let's try with a new vowel. *Point to the word 'tap' on page 3.* We know that all words and word parts have vowels. What vowel does his name have? *Students should say the letter name, a.*

What sound does this vowel make? */a/ (short vowel sound).*

Yes, /a/! Let's break apart the sounds in words with the vowel "a" (*say the letter name*).

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Face the class. If most of your students write with their right hand, use your left hand, so you are a mirror for the students. They will see you using your left hand and they will mirror you by tapping with their right hands.
Tap each sound. Point to each letter card as you tap.



/t/ /a/ /p/ /tap/

Your turn! *Repeat above, as students tap each sound and blend /t/-/a/-/p/, /tap/.*

Great job inspectors! Let's try a new word!

My turn!
Display letter cards for the word "cap".
Tap each sound. Point to each letter card as you tap: /k/-/a/-/p/, /cap/.
Your turn!
With students, finger tap each sound and blend: /k/-/a/-/p/, /cap/.

Wow! Let's try another!

Student Practice (*NOTE: We are making a big shift here. Students are tapping and blending without you modeling first.)*
Display letter cards for "lap". Here is a word part we will see in the book. Inspectors, think about the sounds in your head before we break the word apart!
Point to the l letter card. What sound? */l/*
Point to the a letter card. What sound? */a/*
Point to the p letter card. What sound?*/p/*
Let's tap!
With students, tap each sound and blend: /l/-/a/-/p/, /lap/.

Great! One more word with the vowel "a"!
Display letter cards for word "lag".
Point to the l letter card. What sound? */l/*
Point to the a letter card. What sound? */a/*
Point to the g letter card. What sound? */g/*
Let's tap!
With students, finger tap each sound and blend: /l/-/a/-/g/, /lag/.

Activity Reflection

Great job today, inspectors! Every word is made up of letters and sounds. We broke apart words into sounds so we could read them!
Turn page 11, the word list.
Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today!

Word Work: High Frequency Words (5-7 mins)

Daily focus words: so, into
Investigators, there are some words that we see so much in the English language, it helps to know them in a *snap*. *Snap your fingers.* We call these words Red Words. *Sometimes* red words don't follow the rules of English, so we have to use special strategies to know them in a *snap.*

Let's meet some Red Words that we will see in our book.

Say It/Spell It/Say It routine

Show Red Word card for "so." NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.
This word is "so." Say it! *Students repeat: so.*
Spell it! s-o, so. *Students repeat: s-o, so.*
Air write it, s-o, so. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing.*
Show card. Say it! So! *Students repeat: so.*

Display Red Word card for "into".
The word is "into." Say it! *Into!*
Spell it! i-n-t-o, into. *Students repeat: i-n-t-o, into.*

Air write it! i-n-t-o, into. *Students writing in the air as they say each letter, i-n-t-o, into.*
Say it! Into! *Repeat: Into!*

Flash through both cards and ask students to say the word.

Independent Learning Centers (30 mins)

Monitoring (3 mins)

What skill did we learn today? *I can listen for each sound in a word and I can tap out each sound in a word.*
Which vowel letters did we use today?
What sounds do they make?
Why will breaking apart the words help us to be better readers?

Oh, Mud! (Stage 2, Day 2)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "Oh, Mud!", large enough for student display
- One set of letter cards
- Red word/sight words flash cards
- Board
- Centers materials: see Centers document

Building Comprehension (3-5 mins)

Display the cover page of "Oh, Mud!" Why do the animals in "Oh, Mud!" need a break? *It's too hot!*
Where do they take a break? *In the mud!*

Word Work: Segmenting and Blending (5-7 mins)

Video model

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we break apart sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Display page 10.

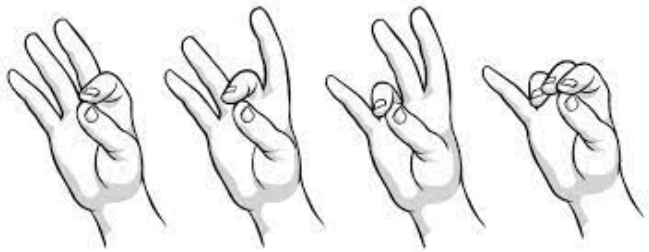
Display three letter cards that spell "yes".
Every word and word part has a *very* important letter: a vowel. This word has the vowel "e" *(say the letter name)*.
Point to the "e" letter card.

"e" says /e/ (*say the short vowel sound*).

What does the vowel "e" say? *Students should echo /e/ (short vowel sound).*

Let's break apart the sounds in words with the vowel "e" (*say the letter name).*

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Face the class. If most of your students write with their right hand, use your left hand, so you are a mirror for the students. They will see you using your left hand and they will mirror you by tapping with their right hands.
Tap each sound. Point to each letter card as you tap.



/y/ /e/ /s/ /yes/

Your turn! *Repeat above, as students tap each sound and blend /y/-/e/-/s/, /yes/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "met".
Tap each sound. Point to each letter card as you tap. /m/-/e/-/t/, /met/.
Your turn! *Repeat above, as students tap each sound and blend /m/-/e/-/t/, /met/.*

Student Practice (*NOTE: We are making a big shift here. Students are tapping and blending without you modeling first.)*
Display letter cards for "pen".
Inspectors, think about the sounds in your head before we break the word apart! *NOTE: Once you are confident that students know the letters' sounds by sight, you no longer need to review with the "what sound?" prompts and can go straight to tapping and blending.*
Point to the p letter card. What sound? */p/*
Point to the e letter card. What sound? */e/*
Point to the n letter card. What sound? */n/*
Let's tap!
With students, finger tap each sound and blend: /p/-/e/-/n/, /pen/.

Great! One more word with the vowel "e"!
Display letter cards for word "ten."
Point to the t letter card. What sound? */t/*
Point to the e letter card. What sound? */e/*
Point to the n letter card. What sound? /n/
Let's tap!
With students, finger tap each sound and blend: /t/-/e/-/n/, /ten/.
Amazing job inspectors!

Activity Reflection
Great job today, inspectors! Every word is made up of letters and sounds. We broke apart words into sounds so we could read them!
Turn page 11, the word list.
Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today!

Word Work: High Frequency Words (5-7 mins)

Daily focus words: my
Investigators, there are some words that we see so much in the English language, it helps to know them in a *snap*. *Snap your fingers.* We call these words Red Words. *Sometimes* red words don't follow the rules of English, so we have to use special strategies to know them in a *snap.*

Let's meet some Red Words that we will see in our book.

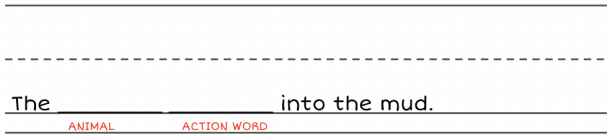
Say It/Spell It/Say It routine

Show Red Word card for "my."
This word is "my." Say it! *Students repeat: my.*
Spell it! m-y, my. *Students repeat: m-y, my.*
Air write it, m-y, my. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing.*
Show card. Say it! My! *Students repeat: my.*

Flash through all cards and ask students to say the word.

Oral Language Practice (5-10 mins)

—*Display page 4. Point to sight word "into."* This is a word we know in a snap. What word is this? *Into.*
—We can use this word to show *where* something or someone is going.
—*Act out as you say:* The bug [*hop with your body*] into the mud. Where does the bug go? *Think-aloud:* He goes into the mud.
—How does he go into the mud? I notice he is jumping! His arms and legs are out. *Point to the verb "hops."* I see the first sound is /h/ and the word part /op/. He hops into the mud!
—*Turn the page.* The rat [*act out running*] into the mud. Where does the rat go? *Provide a sentence frame if needed: The rat goes into the _____. The rat goes into the mud.*
—How does the rat go into the rug? *Students should act out running based on the picture. Help students use your think-aloud to notice the first letter (r) and word parts (/un/) of the verb. The rat runs into the mud!*
—*Turn the page.* Where does the monkey go? *Provide a sentence frame if needed: The monkey goes into the _____. The monkey goes into the mud.*
—How does the monkey go into the rug? *Students should act out falling based on the picture. The monkey falls into the rug!*



—Turn and talk to a partner. Would you go into the mud? *Listen for students' use of "into" as a preposition. Yes, I would go into the mud! No, I would not go into the mud!*
—How would you go into the mud! *Various student responses: I would jump into the mud; I would slide into the mud, etc.*

Independent Learning Centers (30 mins)

Monitoring (3-5 mins)

What skill did we learn today? *I can listen for each sound in a word and I can tap out each sound in a word.*

Which vowel letters did we use today? What sounds do they make?

Why will breaking apart the words help us to be better readers?

Oh, Mud! (Stage 2, Day 3)
Time: 50-60 mins

Learning Focus: Decoding CVC Words in Context

Skills:

- Orally segment and blend CVC and CVCC words
- Synthesize CVC decoding skills and sight word recognition to engage in shared reading
- Make inferences about characters' choices, feelings and actions
- Make connections to deeper meaning (sharing, reciprocity, learning new things)

Teacher Preparation

- One copy of "Oh, Mud!", large enough for student display
- Student copies of "Oh, Mud!"
- Red word/sight words flash cards
- Student Elkonin boxes
- Student Elkonin box chips/tokens (any set of objects that are the same)
- Board and writing utensil

Building Comprehension (1-3 mins)

Readers, we have practiced breaking apart sounds to read words from this book. Today, we will read the book together!

Set the purpose: Reading is thinking! We will read to think about a big question: What is the problem? How is it solved?

Word Work: Segmenting and Blending (5-7 mins)

Video model (from "The Robot Frog Day 3")

All words in the English language are made of letters and sounds. These sounds build words. We need to hear those sounds to read words!

Show an Elkonin box. As usual, let's listen to a word and break apart the sounds we hear. Then we will put them back together. Instead of tapping each sound on our FINGERS, we will put each sound in a MAGIC BOX! Then we will put the sounds back together to make the word.

Model segmenting and blending "hops" with the Elkonin box. Repeat with the suggested word list, helping students to break apart each word into sounds and move a chip into a box for each sound.

Word list

3 sounds: falls

4 sounds: runs/pops

Shared Reading (15-20 mins)

See video.

Monitoring (5-10 mins)

What skill did we learn today? *I can tap out sounds in words and look for red words or snap words, to read books.*

Why will breaking apart the words help us to be better readers?

Facilitate discussion: What was the problem? How was it solved?

Oh, Mud! (Stage 2, Day 4)
Time: 50-60 mins

Learning Focus: Decoding CVC Words in Context

Skills:

- Orally segment and blend CVC words
- Synthesize CVC decoding skills and sight word recognition to engage in shared reading
- Make inferences about characters' choices, feelings and actions
- Make connections to deeper meaning (sharing, reciprocity, learning new things)

Teacher Preparation

- One copy of "Oh, Mud!", large enough for student display
- Student copies of "Oh, Mud!"
- Board and writing utensil

Setting the Purpose (3 mins)

Readers, yesterday we practiced reading "Oh, Mud!" together. Today, you will read with your partner!
Set the purpose: Reading is thinking! We will read to think about a big question: What is the problem? How is it solved?

Building Comprehension: Picture Walk (3-5 mins)

Go through each page of the text. What is happening on this page? *Ask students to turn and talk to one another; then call on a student volunteer. Help reinforce text-specific words ("need to know" words) like "falls", "plops", and animal names.*

Partner Reading (15-20 mins)

Review partner reading routine: Today, you will read with your partner! As reading partners, you each have a very important job. Sometimes you will listen to your partner as they read the words. You will make sure your partner is pointing to the words as they read, and tapping and blending when they need to. You will congratulate your partner!

Sometimes you will be the reader! You will point to the words as you read. You will make sure to use a clear, inside voice so that your partner can hear you!

Have 2 students come to the front of the class and model partner reading on the first page.

1. Partner 1 reads the sentence, tracking the words with their finger.
2. Partner 2 helps and restates.
3. The partners reread in unison for fluency.
4. Partners switch roles on the next page: Partner 2 reads the sentence, tracking the words with their finger.
5. Partner 1 helps and restates.
6. The partners reread in unison for fluency.

Circulate to support partner reading. Closely monitor for the following:

Decoding Behaviors *Students are…*	Comprehension *Students understand…*
-using finger tapping to sound unknown CVC words *Prompts to support:* *-What is the first letter? What sound does it make?*	**-sequencing in the text** *-What happened first? What happened next? What happened last?*

-What is the next letter? What sound does it make? *-What is the final letter? What sound does it make?* **-recognizing sight words in text** Prompts to support: *-This is one of our red words. Air-write it. Do you remember the red word?* *-Show the red word card.* **-using sentence and picture cues to sound out** **-***Look at the picture. What word makes sense?* *-Read the sentence, but skip the word. What word makes sense?* *-What is happening on this page? What word makes sense?* *-Look at the word parts. Is there a word you know inside the word? Is there a word you can tap out inside the word? What word makes sense?*	*-What happens in the beginning, middle, and end?* **-characters' choices, thoughts and feelings** *-pg. 2: How do the animals feel? Why do they feel that way?* *-pg. 3: How does the rain affect the setting? What do you notice?* *-pg. 4-9: How does each animal feel about jumping into the mud? How can you tell?* *-pg. 8: Why do the animals in the mud say "Oh, no"?* *-pg. 9-10: How does the hippo affect the other animals?* *Why do the animals say "Oh, no" and then "Oh, yes"?*

If partners finish reading, prompt them to reread.

Reflection (5-10 mins)

Wonderful job, partners. Work with your partner to draw a picture that answers our big question: What was the problem? How was it solved?

Monitoring (5-10 mins)

What skill did we learn today? *I can tap out sounds in words and look for red words or snap words, to read books.*
How did your partner help you as a reader?
Facilitate discussion: What was the problem? How was it solved?

Day 5	**Day 6**	**Day 7**
—First 10 minutes of class: do a fun whole-class activity. *—Next, divide the class into three equal groups. Groups will work at one of the 3 rotations for 30-40 minutes.* *—Last 10 minutes of class: gather in a circle and ask students to reflect on the day. Questions may include:* — Who helped you today? How? — What is one new thing you learned today? — What is one way you were challenged today? How did you handle the challenge? — What went well today? What could have gone better? *—On Days 6 and 7, each group will move to the next rotation.*		

Oh, Mud! (Stage 2, Day 8)
Time: 45-60 mins

Learning Focus: Celebrating Reading

Skills:

- Reflect on reading skills and strategies in order to celebrate growth as a reader

Teacher Preparation

- One copy of "Oh, Mud!" large enough for student display
- Student copies of "Oh, Mud!"
- Various materials, depending on reading celebration

Shared Reading (5-10 mins)

Readers, you should be so proud! You have worked hard to read and understand "Oh, Mud"! Let's read together!

Project the text. Call on students to fluently read each page.

Celebration (30 mins)

Today we will celebrate our hard work. What was the problem? How was it solved? *Answers may include: The animals were so hot, but the rain helped create mud and cool them down; the animals were worried about the hippo falling on them, but the hippo sent them flying in the air and they had fun!*

Project page 10. The animals had fun all together! Let's celebrate our learning and reading all together.

Ways to celebrate reading:
-Community Share: Invite community members into the classroom. This can include caregivers, school staff, or anyone important to students. Have each pair conduct a read-aloud of the text for a community member

-Reading buddies: Connect students with a younger class. Have pairs read aloud the text to their younger schoolmates.

-Create a craft: Use paper bags, popsicle sticks, or any available materials to create puppets of the characters. Some students can create backgrounds on paper. Break the class into three or four groups and assign each group the beginning, middle or end of the book. Put on a show for one another!

-Letter to the author: Write a letter as a class. Include favorite parts, things we learned, and thanks.

-Write a sequel: Consider the question, What happens next? Have students work in pairs or small groups to write a sequel to the story. Share sequels with one another, and begin to build or add them to an existing classroom library.

-Do an experiment: Help students create their own mud! Place a cup of soil in a cup or small bowl for each table. Have students add a few drops of water to model the rain on page 3. Observe what happens!

--**Star ceremony:** Each child receives a star in celebration of their reading achievements.

Monitoring (5-10 mins)

What strategies helped you read this book?

How do you feel after reading the book?

What can readers do to celebrate reading?

Why is it important to celebrate reading?