

# Stuck in the Mud

## Before reading

- Talk about the picture. Notice the clothes Dad is wearing.  
*Ask: Can you guess what the weather is like? What time of the year might it be?*
- Read the word list together. Check that the children recognise all the words.

## During reading

- Encourage the children to use the pictures to help them understand the story.
- Remind the children about question marks when they appear. Praise children for reading questions with appropriate expression.

## Observing

Check that the children:

- read aloud using expression appropriate to the grammar of the text
- use a range of strategies, including the pictures, to work out new words.

## Group and independent reading activities

### Text level work

**Objective** Identify and compare basic story elements, e.g. endings.

**You will need** copies of other stories that the children have read recently.

- Talk about this story and ask the children to tell you how it ends.
- Read page 57-⑧ again. *Ask: Does this tell us what happened, or is it a joke? Do you think this is a good way to end a story?*
- Choose one of the other books and ask: *Do you remember how this story ends?* Read the last two pages of the story to find out.

- Ask the children to tell you about stories that they have read that have ended with an “Oh no!” joke, e.g. Nobody Got Wet ( 2b-lesson 27 ) or Everyone Got Wet ( 3a-lesson 3 ).
- Find some stories with happy endings, e.g. Poor Old Mum ( 2b-lesson 28 ), Swap ( 3a-lesson 6 ).

### Observing

Were the children able to see similarities and differences in the endings of a variety of stories?

## Sentence level work

**Objective** To predict words from existing words in sentences and investigate the sorts of words that “fit”.

**You will need** some small “post-it” notes.

- Use pieces cut from “post-it” notes to cover some words, e.g. “muddy” on page 54-②, “asked” on page 54-②, “lead” on page 55-③, “deep” on page 55-④.
- Read the story together, hesitating when you get to a covered word. Ask the children to guess what the word might be. Ask them to suggest alternatives. Without uncovering the word, say the whole sentence, putting in one of the suggested words. Praise the children for suggesting words that make sense.
- Peel back enough of the sticker to find the initial letter of the missing word. Ask the children: *Does the letter match any of the words we thought it might be?*
- Reveal the whole word and read the whole sentence.
- Repeat with other words in the story.

### Observing

Did the children suggest words that made sense in the story?

## Word level work

**Objective** To read on sight high frequency words.

- Make it into a game. Choose one of the words, e.g. “what”. Ask a child to look through the story and find the word. Tell everyone what page to look at. Ask all the children to point to the word.

- Ask the child who found the page to choose the next person. The adult tells the child which word to search for. Repeat until you have found all the words listed.

**Observing** Do the children find the high frequency words quickly and confidently?

## **Speaking and listening activities**

**Objectives** Retell stories, ordering events, using story language.

- Cover the text in one copy of the story.
- Ask a child to tell you how the story begins. Reword what the child says, if necessary, to use the past tense.
- Continue through the story, with a different child telling what happened on each double page spread.
- Praise the children for using story language and using the past tense to retell the story.

**Observing** Do the children use story language, maintain the sense of the story and use the past tense consistently?

## **Writing**

**Objective** To apply phonological, graphic knowledge and sight vocabulary to spell words correctly.

- Ask the children to write their own version of this story.
- Retell the story together before the children begin to write. Then ask them to write without referring to the book.
- Remind them to use their knowledge of letter sounds to spell new words.
- Select some words that several children have misspelled. Talk about the right way to spell these words, drawing attention to phonemes and letter strings

### **Cross-curricular link**

◀▶ Science: Caring for animals