

Focus Question:

Why do people participate in mud runs?

Book Summary

Text Type: Nonfiction/Informational

Do you like foot races and playing in the mud? Then *Mud Runs* might be for you! *Mud Runs* introduces readers to an exciting form of competition, which can include outlandish costumes, challenging obstacles, and scary zombies. Exciting photos will hold students' interest as they learn about adjectives and making inferences and drawing conclusions.

The book and lesson are also available for levels M and P.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Make inferences and draw conclusions about information in the text
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /u/ sound
- ☐ Identify open vowel y
- ☐ Recognize and use adjectives
- ☐ Understand the purpose of boldface words in text

Materials

- ☐ Book: *Mud Runs* (copy for each student)
- ☐ Make inferences / draw conclusions, adjectives, boldface words worksheet
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *are, some, they*
- **Words to Know**
Story critical: *adventure* (n.), *balance beam* (n.), *costumes* (n.), *course* (n.), *tricky* (adj.), *zombie* (n.)
- **Academic vocabulary:** *common* (adj.), *plan* (v.), *through* (prep.)

Guiding the Reading

Before Reading

Build Background

- Have students discuss races or games they have participated in and explain, if possible, why they participated in those experiences.
- Involve students in a discussion about what they think a mud run is. Have students visualize and discuss what it could be. Ask students to describe how they came to their conclusions.

Introduce the Book

- Give students their copy of *Mud Runs*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Have students preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students why they think people participate in mud runs, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Visualize

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the words they read and information that they already know about the subject. Point out that pictures in a story can also provide information to add to visualizations or can inspire readers to revise their mental images to be more accurate.

Introduce the Comprehension Skill:

Make inferences / Draw conclusions

- Explain to students that they can use what they already know to help them understand information in a text. Readers can make good guesses on the basis of details in the text. These guesses are called *inferences*.

Guiding the Reading (cont.)

- Write on the board *text + prior knowledge = inference*. Have students discuss with a partner what they already know about mud runs and races.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have students include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about why people participate in mud runs. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who participates in mud runs?* (level 2) multiple pages
- *Why do the people who plan mud runs use mud on each course?* (level 1) page 5
- *What kinds of obstacles can you find at a mud run?* (level 3) multiple pages
- *How do zombie and costume mud runs compare?* (level 2) pages 8–9
- *How can completing a mud run as a team be a challenge?* (level 3) page 10
- *Why would someone feel like a superhero after he or she finishes a mud run?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs help the reader picture what something looks like. Have students look at the photographs to compare their visualizations of what they read with the pictures shown. Have students describe what they visualized. Ask students *Who participates in mud runs? What do they look like as they race? Why do you think they wanted to participate in a mud run?*

Skill Review

- Model identifying details that support an inference. **Think-aloud:** *What details from the book help me infer why people participate in mud runs? I read on page 4 that mud runs can be fun. I read on pages 5 through 7 that people work really hard to get through the mud and obstacles. On the basis of these details, I can infer that working hard will be good exercise for participants. Also, people work in teams to complete in mud runs, and I know that working with others and exercising are both challenging. So, I can infer that ____.*
- Review the information on board: *text + prior knowledge = inference*. Under *text*, write the phrase *race through mud and obstacles*, the detail from the think-aloud. Write *hard work, strength, tricky* under *what I already know*. Write *good exercise* under *inference*.
- Guide students to an understanding that *people participate in mud runs for many reasons*. Write *people participate in mud runs for many reasons* on the board.
- Model and discuss how to complete the **make-inferences-draw-conclusions worksheet** using evidence from the text. Have students discuss the details they noted with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer:

Make inferences / Draw conclusions

Review the **make-inferences-draw-conclusions worksheet** that students completed with a partner. Have students share their work with the group. List ideas on the board.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that people participate in mud runs for many reasons, such as *wanting to have fun, wanting to get exercise, wanting to work together with family and friends, and wanting to challenge themselves.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Discriminate short vowel /u/ sound

- Say the word *mud* aloud to students, emphasizing the short vowel /u/ sound. Have students say the word aloud and then the short /u/ sound.
- Have students practice saying the short /u/ sound to a partner and then brainstorm a list of words that have the short /u/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree that the word has the short /u/ sound.
- **Check for understanding:** Say the following words one at a time and have students clap when they hear a word that has the short /u/ sound: *run, mule, fuse, costume, fuss, dust, mute, under, use, and must.*

Phonics: Identify open vowel y

- Write the word *muddy* on the board and read it aloud with students. Challenge them to find the word in their book (page 6).
- Ask students what sound they hear at the end of the word (long /e/ sound). Ask them what letter is making the sound, and then circle the y in the word. Explain to students that the letter y can make the long /e/ sound in some words.
- **Check for understanding:** Have students work with a partner to find another word in the book that ends in y and makes the long /e/ sound. Invite students to the board to share the words they find. Read the list of words with students, emphasizing the long /e/ sound.

Grammar and Mechanics: Adjectives

- Turn to page 9 of the book. Have students describe to a partner the people in the two photographs. Have students share one descriptive word with the rest of the class, and write the words on the board.
- Explain to students that *adjectives* are *words that describe nouns*. Explain to students that adjectives help readers visualize, or picture what they read.
- **Check for understanding:** Have students work with a partner to find and list all the adjectives in the book. Call on students to share with the rest of the class an adjective they found, and have other students give a thumbs-up signal if the word is an adjective.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Boldface words

- Have students find and point to the word *course* on page 5. Have students discuss with a partner how the word is different from other words on the page. Ask students to share the difference with the rest of the class.
- Explain to students that the word *course* is in boldface print. Explain that *boldface print* means the text is written in darker print than the other words on the page. Have students turn to page 12 and locate another example of boldface print (*tricky* and *adventure*). Have students call out the words.
- Ask students to turn to the glossary on page 16, and have them find the word *course*. Remind students that the words in the glossary are vocabulary words for the book.
- Explain to students that boldface is used to make certain words stand out in the book. Explain that in this book, the boldface print shows important vocabulary words in the book, which are also defined in the glossary. Point out that boldface print is most often used in nonfiction books.
- Have students search the book and find the word *zombie*. Have students call out the page number where they found the word. Discuss with students how the boldface print made it easier for them to find the word.
- Ask students to look for another example of words in boldface print besides the vocabulary words. Point out that the section titles are also in boldface print to make them stand out in the text.
- **Check for understanding:** Have students work in pairs to find and circle all examples of words in boldface print in the text. Have students call out the number of boldface words they found. Have students explain to a partner why some books use boldface print.
- **Independent practice:** Introduce, explain, and have students complete the [boldface words worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.