



About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 84

Book Summary

In *Mud Balls!*, two children take the reader through the steps to create mud balls. This informational book uses a familiar subject to make functional writing interesting for students. The text also affords opportunities to teach about author's purpose, capitalization, and other reading skills.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Determine author's purpose
- Discriminate initial and final consonant /s/ sound
- Identify initial and final consonant Ss
- Identify and use capitalization
- Recognize and use position words

Materials

Green text indicates resources are available on the website.

- Book—*Mud Balls!* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Cup of water
- Cup of dirt
- Author's purpose, initial and final consonant Ss, capitalization worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

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

- High-frequency words: *and*, *in*, *we*
- Content words:

Story critical: *dry* (adj.), *mix* (v.), *mud* (n.), *sand* (n.), *scoop* (v.), *shape* (v.)

Before Reading

Build Background

- Place a cup of water and a cup of dirt in front of the class. Ask students what will happen when you pour the water into the dirt. Have students discuss with a partner their predictions.
- Pour the water into the dirt to create mud. Ask students to identify the new substance. Write the word *mud* on the board and read it aloud to students. Invite students to share with the class specific examples of playing with or using mud.

Book Walk

Introduce the Book

- Give students their copy of the book. 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).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that engaged readers use what they know to make predictions, or guesses, about what will happen in a story. Readers use clues from the story or their own past experience to make the predictions. Emphasize that knowing how to make a prediction is more important than whether the prediction is right, or confirmed. Readers continue to make predictions on the basis of clues throughout reading. Explain that making predictions can help readers learn new information, make decisions, and solve problems.
- Model making predictions.
Think-aloud: On the cover, a boy and girl are holding brown lumps in their hands and smiling. The title of the book is Mud Balls! Using these clues from the book, I predict that the brown lumps in their hands are balls made out of mud. I know that when it rains, the ground becomes muddy, and it would be easy to find mud balls. On the basis of this clue from my own experience, I predict that it is going to rain in the story, and the boy and girl will go looking for mud balls.
- Ask students to think of one prediction, on the basis of the cover and title page. Have students share their prediction with a partner.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that authors have a reason, or purpose, for writing a book. Their purpose can be to inform, entertain, or persuade. Explain that *to inform* means to give the reader information, *to entertain* means to amuse the reader, and *to persuade* means to convince the reader to think a certain way.
- Write the words *inform*, *entertain*, and *persuade* on the board.
- Model determining author's purpose using a familiar tale, such as *Planting a Rainbow* by Lois Ehlert.
Think-aloud: When we read Planting a Rainbow, we learned the steps a person takes to plant beautiful flowers in all colors of the rainbow. From ordering seeds in a catalogue, to planting bulbs in the ground and watching sprouts grow out of them in the spring, that book described the whole process in order of the seasons. Since the book gave the reader information on a topic—planting flowers—the author had a purpose, to inform the reader about planting flowers. The author's purpose was to inform.
- Discuss several other books the class has read. Have students work in groups to consider the author's purpose for each book. As a class, come to a consensus on the author's purpose for every book.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. While looking at the picture on page 5, you might say: *How is the boy pulling up the mud? He is scooping it up. What does the word scoop mean?* Make a scooping motion with your hand.
- Remind students to look at the picture, use the rest of the sentence, and check the beginning sounds of words to help decode a difficult word. For example, point to the word *shape* on page 6 and say: *I am going to check the picture and use the beginning sounds of this word to think about what word would make sense. In the picture, the boy and girl are making balls out of the mud. The rest of the sentence tells me that they do something to the mud to make it into a ball. One way to make a ball out of mud is to roll the mud, but the word roll starts with the*

Lesson Plan *(continued)*

Mud Balls!


/r/ sound, and this word starts with the letters sh. I know that when I put the letters sh together, they make the /sh/ sound; therefore, the kids are doing something to turn the mud into balls that starts with the /sh/ sound. When people make objects out of clay, they call it shaping, and clay is like mud. The girl and boy shape balls out of mud. The word shape begins with the /sh/ sound, and the sentence makes sense with this word. The word must be shape.

Set the Purpose

- Have students read to find out about the mud balls. Remind them to make predictions, and confirm or revise their predictions as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
 - Model making and revising predictions.
Think-aloud: After reading these three pages, I know that my earlier prediction, that it would rain and make mud balls, is not correct. The boy and girl pour water into a hole to make mud. I am revising the second part of that prediction; instead of looking for mud balls made by rain, I now predict that the boy and girl will make their own mud balls. I still believe my other prediction, that the brown lumps in their hands are mud balls, is correct, so I will not revise that prediction. I will continue to make and check predictions as I read.
 - Record your predictions on the board, both the confirmed one and the new revised one from this Think-aloud. Circle the confirmed prediction.
 - Have students think of at least one prediction, on the basis of what they have read so far. Have students draw a picture representing their prediction and share it with a partner. Invite volunteers to share their predictions with the rest of the class. Record these on the board.
 - Have students think about what they have read so far in the book. Ask them to share with a partner whether they think the author is informing them about a topic, persuading them to think a certain way, or entertaining them.
 - Point to the words *inform*, *entertain*, and *persuade* on the board. Have students raise their hand when you point to a word that they believe describes the author's purpose. Tally the total votes under each word. Encourage students to continue thinking about the author's purpose as they read the rest of the book.
 - **Check for understanding:** Have students read to the end of page 8. Remind students to continue making predictions, and revising and confirming them, and have them draw at least one more picture for a new prediction. Invite volunteers to share and record new predictions on the board.
 - Remind students of their earlier thoughts on the author's purpose by pointing to the votes recorded on the board. Ask students to think about what they have read so far and determine the author's purpose now that they have read most of the book. Guide them in their thinking with pointed questions, such as: *Is the author telling a funny story about mud balls? Is the author informing us about mud balls? Is the author convincing us to think a certain way about mud balls?* Lead students to a consensus that the author is informing the reader about mud balls. Have students call out the author's purpose (*to inform*). Erase the words *entertain* and *persuade* from the board.
 - Have students read the remainder of the book. Encourage them to continue making, revising, and confirming predictions as they read, and to consider the author's purpose in writing the book.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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.

Reflect on the Reading Strategy

- **Think-aloud:** *Now that I have read the whole book, I know that my earlier prediction that the brown lumps are mud balls is correct. Also, my revised prediction, that the boy and girl would make the mud balls, is right as well. I confirmed both of these predictions. Some predictions are confirmed while we read and some are not. What predictions did you make that were confirmed?*
- Ask students to point to the predictions written on the board that they now see are confirmed. Invite volunteers to come up and circle all the confirmed predictions. Erase the predictions that were never confirmed.
- Invite volunteers to share with the class the drawings they made of predictions while they read, and whether or not these predictions were confirmed.
- Review with students the prediction you revised earlier. Ask students if they revised any of their predictions. Invite volunteers to share how they revised a prediction.
- Discuss with students how making, revising, and confirming predictions helped them to better remember and understand the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the author's purpose with the class: the author wants to inform readers about how to make mud balls. Have students share with a partner what information they learned about mud balls. Invite volunteers to share their information with the class. Record these details from the book on the board under the word *inform*.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned how to make mud balls. Does this sound like a project you would like to do? Why is it so much fun to play in mud?

Build Skills

Phonological Awareness: Initial and final consonant /s/ sound

- Say the word *sand* aloud to students, emphasizing the initial /s/ sound. Have students say the word aloud and then say the /s/ sound.
- Say the word *balls* aloud to students, emphasizing the final /s/ sound. Have students say the word aloud and then say the /s/ sound.
- Explain that the /s/ sound can come at both the beginning and the end of a word. Point out that the /s/ sound is similar to a hiss and have students pretend they are snakes and hiss at you. Reiterate that this hissing sound can come at the beginning or end of a word.
- **Check for understanding:** Say the following words one at a time and have students raise their hand if the word begins with the /s/ sound and clap their desk if the word ends with the /s/ sound: *sun, scoop, boys, spot, girls, song, trees, and rolls*.

Phonics: Initial and final consonant Ss

- Write the word *sand* on the board and say it aloud with students.
- Have students say the /s/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /s/ sound in the word *sand*.
- Repeat with the word *pats*. Explain to students that the letter Ss can come at the beginning or end of a word, and it creates the /s/ sound wherever it is placed.

Lesson Plan *(continued)*

Mud Balls!

- Have students practice writing the letter *Ss* on a separate piece of paper while saying the /s/ sound. Remind students that letter *Ss* makes the /s/ sound, like a snake hissing. Have students change some of the letters they wrote by drawing them as snakes.
- **Check for understanding:** Write the following words that begin and end with the /s/ sound on the board, leaving off the letter *Ss*: *sad*, *pots*, *set*, *cats*, and *sick*. Say each word, one at a time, and have volunteers come to the board and add the letter *Ss* to the correct position in each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial-and-final-consonant-Ss worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Capitalization**

- Write the following sentence on the board: *We like to make mud balls*. Ask students to point to the capital letter in the sentence. Explain to students that all sentences begin with a capital letter. Point out that a capital letter is a signal showing the reader that a new sentence is beginning.
- Write several lowercase letters on the board. Ask students to write the capital for each letter on a separate sheet of paper. Invite volunteers to come to the board and write the capital beside the lowercase letter.
- Call on students to share one sentence about mud balls, using information they learned in the book. Record the sentences on the board, but leave the initial letters in lowercase. Have students work with a partner to find all the letters that should be capitalized. Invite volunteers to come to the board and correct the sentences.



Check for understanding: Have students look for and circle all the capital letters in the book. Remind students that every sentence begins with a capital letter.

- **Independent practice:** Introduce, explain, and have students complete the [capitalization worksheet](#). If time allows, discuss their answers.

Word Work: **Position words**

- Write the word *in* on the board. Read it aloud with students. Ask students to place their pencil in their desk. Write the word *on* on the board and read it aloud with students. Ask students to place their pencil on their desk. Have students discuss with a partner the difference between the words *in* and *on*.
- Explain to students the words *in* and *on* are position words. Explain that position words are words that describe the location of objects.
- Have students work in groups to put a pencil in different locations around their desk and then brainstorm to find a word that describes where they placed it. Invite groups to share a position word and demonstrate it with a pencil. Record a list of position words on the board, such as *in*, *on*, *out*, *into*, *under*, *over*, *beside*, *below*, *around*, and so on.



Have students underline all the position words they can find in the book. Call on students and have them share a position word and the page where they found it, and ask the other students to use a thumbs-up signal if they agree it is a position word.

- **Check for understanding:** Have students work with a partner and use at least four position words in oral sentences.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

Extend the Reading

Informational Writing Connection

Brainstorm with students to come up with several tasks that require a person to take steps to complete them, such as making food, getting ready for school, making a card for someone, and so on. Have students choose one of the jobs discussed and write directions on how to accomplish that job. Encourage them to be clear enough that someone else could follow the directions. Have students write at least three numbered steps, giving directions in phrases or sentences, using their best spelling. Ask students to draw a picture illustrating their instructions.

Visit [WritingA-Z.com](https://www.writinga-z.com) for a lesson and leveled materials on informational writing.

Science Connection

Make mud balls with the class. Have students describe their finished mud ball in a science journal or on a separate piece of paper. Ask students to compare their mud balls to those of other students in the classroom and describe the similarities and differences in their science journal. Propose several experiments with the mud balls, such as dropping them in water, leaving them outside for a week, putting them in a mud puddle, and so on. For each experiment, have students create and record a hypothesis. Perform the experiment. Have students record the results of the experiment. Discuss the results and how they compare to the hypothesis. Use just a few mud balls for each experiment, so the class has enough to perform multiple experiments.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of making, revising, and confirming predictions to understand text during discussion
- accurately determine author's purpose during discussion and on a worksheet
- consistently discriminate initial and final consonant /s/ sound during discussion
- correctly write the letter symbol that represents the /s/ sound during discussion and on a worksheet
- correctly use capitalization during discussion and on a worksheet
- accurately use position words during discussion

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)