

# MUD PIES

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 Set 10 – 173 words

## Building Anticipation – Setting the Context

Encourage the children to share the experiences they have had playing in a sandbox or dirt pile.

Ask: *What kinds of things did you build? What kinds of things did you do? What kinds of things did you discover?*



## Introduction

Tell the children: *Our book today is called 'Mud Pies'. It is about Jay and Jenny, who go outside to play in the dirt.* Give each child a book and show them the illustration on page 7. Ensure that the word *mountain* comes out in the discussion to describe the big pile of mud.

Have the children predict the letter or letter clusters and locate the word *mountain* found in the text on page 7 to check to see if they were right.

Have the children predict the letter or letter clusters and locate the word *sprayed* on page 15 to check to see if they were right.

Give each child a copy of the text and a couple of moments to complete their own book walk. Then ask the children to read to find out what Jay and Jenny did with the dirt.

## Discussion – Book Talk

Ask: *Did you find out what Jay and Jenny did? Describe what they did. What did Dad say?* Have the children read the supporting text with expression. *Read it like Dad would have said it. (Get away from me, you Muddy Monsters! page 12)* Ask: *Do you think it would be fun to become a Muddy Monster? Why? Why not? What do you think your Mom or Dad would say?*

## Responding Creatively – Independent Practice

Children can:

- draw a picture of themselves as a *Muddy Monster* and write what Mom or Dad might say in speech bubbles. Use the book as a reference.
- write a procedure for making mud pies by putting the steps in order on the reproducible master.
- as a group or independently, write a string poem about mud.

## Read Aloud Connections

*Millie and Mud Hole*, by Valerie Reddix, Lothrop, Lee and Shepard Books, 1992.

*Mrs. Wishy Washy*, by Joy Cowley, The Wright Group, 1983.

*Mud Puddle*, by Robert Munsch, Annick Press, 1995.

Learning About Language - Focused Teaching		
High Frequency Words	then, I'll, from	Practice writing all the high frequency words you know on an erasable board. Use the word wall to check and see if you were right.
Letters and Letter Clusters	<i>Uu</i> - us, mud, muddy <i>sh</i> - show, shouted <i>th</i> - then, they, the <i>st</i> - stop	Brainstorm to create a list of words to reinforce the sound made by <i>u</i> , e.g. <i>cup, pup, up</i> .
Onset and Rimes and Word Families	dirt, squirt pies, lies, cries, dies leg, peg, beg, Meg	Use movable letters to put together and take apart the words containing the rime eg. How many new words can you make? Record these words.
Word Endings	<i>y</i> - muddy, Jenny <i>er</i> - water, over, her	Write a list of words you know that end in <i>er</i> .
Compound Words	<i>outside,</i> <i>themselves,</i> <i>away</i>	Write a list of words <i>out, side, them, selves, a, way.</i> Build the compound words. Other familiar compound words can be added.
Contractions	let's, I'll, it's	Use one of these contractions in a sentence. Can you use two of them?
Text Features		Review familiar concepts.
Poetry Links	<i>then – Meeting Bear</i>	Feature this poem in shared reading to reinforce the high frequency word. Children experience the rhythm and rhyme of the English language.

# Correct the Order

Let's make mud pies. Number the steps in the correct order.

Get some water.

Mix water and dirt together.

Clean up.

Pour some water on the dirt.

Get some dirt.

Have fun!

Make some mud pies.

Draw a picture of you having fun in the mud.

