

The Mud Pie

Group and independent reading activities

Introducing the story

Read the title and talk about the characters in the picture. Ask:

☉ *What are they doing? How do you make mud? What does it feel like? What is a mud pie? Have you ever made one?*

- Look at the pictures together. Ask the children what everyone is doing in the garden. Talk about what they think might happen to the mud pie.
- Read the story, pointing to each word as you read and showing the rhythm. Talk about words that rhyme.

During reading

- Ask one of the children to read aloud to you. As he/she reads, note whether they use the following skills and strategies to read new words. Praise them for noticing details in the pictures and for reading accurately. Prompt if necessary.

Observing

Check if the children:

- notice and self-correct when words have been put in or left out
- notice details in the pictures and talk about the characters
- recognise words such as "this", "my", "is" on sight
- use the initial sound to work out any unfamiliar words

Practising phonics

Objective

Reading letters that represent the sounds a-z

Play a word recognition game. Choose phonic words at random from the story and spread out the phonemes, e.g. m-u-d, m-i-x. Ask the children to tell you the words, matching the sound to the print. If children find this easy, choose words from the story and ask them to spell them without looking.

Observing

Notice which children are quick to recognise the "stretched" word. Which children can spell phonic words from the story?

Practising rhyme

Objective

understand rhyme through extending rhyming patterns by analogy, generating new words in speech and spelling

- Use sticky paper to fix the letters "h", "a", "n" and "d" to four fingers of one hand. Spread out your fingers and ask the children to say each sound separately. Press your fingers together to read the whole word. Fold down your "h" finger. Ask, "What is the word now?"
- Think of letters that could go in front of "and" to make a word (b, l, s, st). Stick the letter to your "h" finger and repeat the game.
- Think of other "-and" words and make a list.
- Make another list of words spelled "-anned", e.g. tanned, fanned.

Observing

Note the children who supply rhyming words confidently. Does anyone suggest a word that doesn't rhyme? What cue is the child using instead? (same first letter, same last letter).

Speaking and listening activities

Objectives

organise what they say
remember specific points that interest them
relate their contributions to what has gone before
use language to explore situations, characters and emotions

Cross-curricular links

Knowledge and understanding of the world: investigate materials; show an awareness of change

Responding to the story

- Close the book and in different words retell the main points of the story together from memory, for example, "Everyone was in the garden except Dad."
- Discuss what everyone was doing. Talk about what Kipper mixed together, how he made the mud pie and why it landed on Floppy.
- Read the story again and look at the pictures. Did you leave anything out?
- Retell the story, putting in more details.

Personal experiences/Cross-curricular links

- Talk about children's experiences with mud, sand, water, clay and paint at home or at school. Ask:
 - ⑨ *Did you make a mess? Who got wet or messy?*
 - ⑨ *What did you make? What happened? How did you tidy up?*

Role-play

- Show the children how to act out a role from the story. Start by pretending to be Mum yourself. Tell the children what job you were doing in the garden and how you managed to drench the neighbour. Describe how you are going to say sorry. Ask one of the children to be Kipper. Ask "Kipper" to tell everyone what happened to his mud pie. Another child could be Floppy. He could tell everyone what happened to him. Other children could join in and be Dad, Biff, Chip or the neighbour.

Writing

Objective

Use writing to communicate in play and everyday classroom life

- Discuss how to make sand pies. Ask lots of questions:
 - ⑨ *Can you make sand pies with dry sand? What happens?*
 - ⑨ *What do you need to make sand stick together?*
- You could scribe simple instructions for making a sand pie. Children can tell you what is needed and what to do. They can look in the book to find words like "put" and "mix". Display the finished instructions beside the sand tray.