

## Story: The Cute Mule (pages 34-36)

### Materials:

- letter flashcards Aa-Zz
- story on pages 34-36



### Review: 3-5 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
  - Around the World
  - Flyswatter
  - Beanbag Toss
  - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

### Preview: 5 minutes

- Picture Walk
  - Start with the title of the story. Read the title and discuss the words in the title.
  - Then show the pictures from the story one page at a time.
  - On each page discuss what they see in the picture.
    - Use questions and guidance to get them to say the words that will appear in the text.
    - Example for picture 2: What do you see in the picture? What animal is that? Thinking about the title, what do you think the animal is called? What does the mule hear?

### **Modeling:** 5 minutes

- Read each page to the students. As you are reading, point at each word to show the students you are tracking.
- Make sure to get stuck on some of the **long u** words and show the students how you can say the sounds of each letter in the word and then blend them together to say the word.
- Also, as you are reading, get stuck on words that you can figure out from looking at the picture and context of the rest of the sentence.
  - Example for picture 2: “The mule, hmmm I don’t know this word. I see that it starts with the letter h and in the picture the music notes are right by the mule’s ear. I know that ea together makes the long e sound. So if I think about what I do with my ears that starts with the /h/ sound. Oh I know; the word is hears. “

### **Guided/Independent Practice:** 10 minutes

- Give each student their own copy of the story.
- Read the story all together, having the students point at the words as you are reading.
  - It is important to remember not all students will be ready to read all the words yet. Make sure they are trying to track with you and reading the words they are ready to read.
- After each page, stop and discuss what is happening in the story.
- Read the story together a second time, encouraging more reading and tracking of the text.
- Put the students with a partner and encourage them to read the story together with their partner.
- Now allow the students to read the story on their own. While they are reading, ask them to circle any **long u** words that they see in the story.

### **Assessment:** (during Guided/Independent Practice)

- As the students are reading the story and circling the **long u** words, monitor and give guidance/ support/correction/praise, as needed.
- Have the students read part of the story to you as you walk around and check on their progress.

### **Closure:** 1-2 minutes

- Come back together as a whole class.
- Read the story together one last time.