



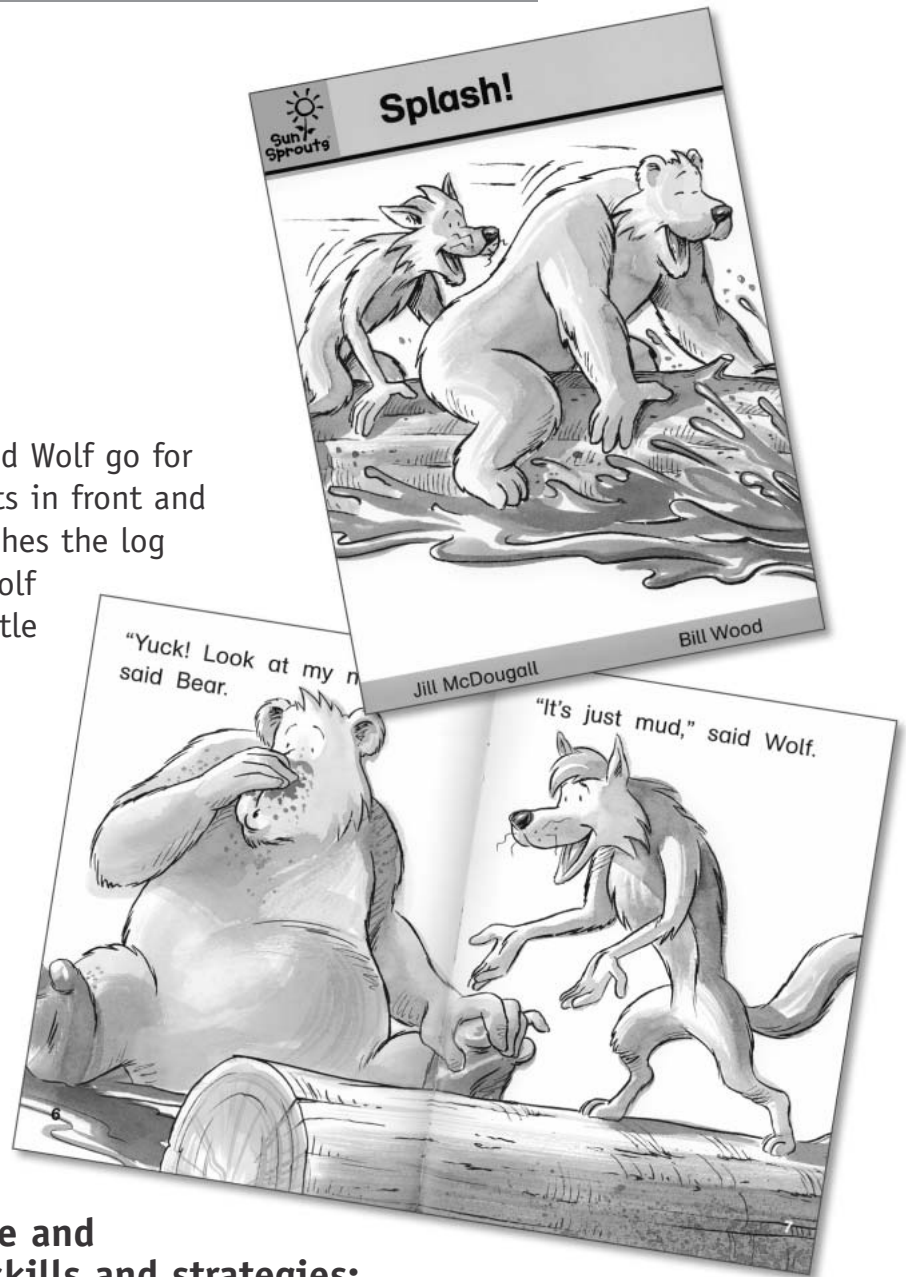
SPLASH!

SunSprouts™ Level — Kiwi

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Illustrated by Bill Wood

Summary

Recurring characters Bear and Wolf go for a wild ride on a log. Bear sits in front and gets mud in his face. He pushes the log and gets mud on his feet. Wolf gets muddy, too— with a little help from Bear.



Use *Splash!* to introduce and practice the following skills and strategies:

- Comprehension:** Understand Compare and Contrast
- Phonemic Awareness:** Phoneme Substitution /_/ /_/ /s/ /t/
- Phonics:** Short *u* Word Families *-un, -ud*
- High-Frequency Words:** *at, get, it's, just, like, look, looks, me, my, not, on, push, pushed, said, so, the, this, was, went*

GRL	DRA	EI	Word Count	Text Type
E	8	7	73	3 rd person narrative; dialogue

GRL = Guided Reading Level
DRA = Developmental Reading Assessment Level
EI = Early Intervention Level

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BEFORE READING

Build Background Knowledge

- Talk about stories about Bear and Wolf that children have read. Use the Bear and Wolf puppets to act out favorite parts. Briefly talk about how the two characters tend to interact. *What Bear and Wolf stories have you read? What have you learned about Bear and Wolf?*
- Talk about log rides. *Who has been on a log ride? What was it like? How fast did you go? Did you ride on grass?*

Introduce the Book

- Read the title and the names of the author and illustrator. Use the title and front cover illustration to introduce the story. *What do you notice on the cover? Who are the two characters? What are they doing on the log?* Display the back cover and read the text. Allow time for children to predict how Bear and Wolf might get muddy.
- Use the illustrations to guide children through the story. Discuss words and concepts that might be unfamiliar. Draw attention to places in the story where the text structure changes. Point out phrases that repeat. Stop on page 13. Ask children to predict what might happen next. Stop on page 15. Ask children to predict what Bear might say to Wolf.

DURING READING

Guide the Reading

- Have children return to the beginning and read the story at their own pace. Provide support and guidance when necessary. Tell them to look for parts of words they know to figure out new words. *What did you do to figure out the word fast? What details in the illustrations helped? What sounds do the letters st make?*
- Remind children to use their own personal experiences with mud. For example, on page 6 ask, *What do you think Bear might say? What would you say if you got mud on your nose?*

AFTER READING

Discuss and Respond to the Book

- Invite children to share their feelings about the story. *Did the story turn out the way you thought it would? How did Bear get muddy? How did Wolf get muddy? Did you think the story was funny? Why or why not?*

Reinforce the Reading

- Allow time for children to reread the text on their own or with a partner.
- Invite partners to use the puppets to act out the story. Remind them to read only their character's words.
- Set up a listening center so children can read along with the audio recording. Then have them complete Worksheet 1.

BLM Use Worksheet 1 to record how Bear felt in the story.

ASSESS UNDERSTANDING

Informal Observation

- Note if children are able to compare and contrast the characters in *Splash!* Are they able to find specific details in the story to describe how the characters are alike and how they are different?

Record of Oral Reading

- To gain insight about children's strategies and to identify next steps for instruction, you may wish to use the Record of Oral Reading form at the end of these notes. After administering this assessment, count the number of errors and use the following chart to determine whether this book is at an appropriate level for the student.

Word Count	Error Tally		
	0-3	4-7	8+
73	Easy	Instructional	Hard

Detailed directions for using this type of assessment can be found in a comprehensive *SunSprouts™ Teacher's Resource Guide*, at our website, or in professional resources such as *An Observation of Early Literacy Achievement* by Marie Clay.

Download instructions for using the Record of Oral Reading at www.etacuisenaire.com/assessment

SKILLS AND STRATEGIES

Comprehension Strategies

- Ask children to retell the story in their own words. Have them think about the two characters, Bear and Wolf. Work with children to compare and contrast the characters. Talk about how they are alike and how they are different. Create a chart to record children's responses. *How are Wolf and Bear alike? How are they different?*

Fluency

- Read the text aloud to model fluency. Draw children's attention to places in the story where exclamation marks are used, such as *Yuck!* Model how you look at details in the illustrations to think about how the character might sound. Point out Bear's expression as he wipes the mud from his nose. Reread the text as a choral reading. Have some children read the part of Bear and some read the part of Wolf. Encourage children to use their voices to reflect how Bear and Wolf feel in the story.

Sounds, Letters, and Words

Focus on Sounds

- Ask children to listen as you read the word *fast*, phoneme by phoneme. *What word is /f/ /a/ /s/ /t/? Listen to all the sounds. Can you put the sounds together and say the word? [fast] Let's change the /f/ to /l/. Can you say the new word? [last] Let's change the /a/ to /o/. Can you say the new word? [lost]*

Focus on Letters

- Read the sentence on page 7. Ask volunteers to identify a word that has the same vowel sound heard in *dug*. [*just* or *mud*] Allow time for children to share their thinking. Challenge children to find more words in the story with the short *u* vowel sound: *fun*, *yuck*. Talk about the sound that the letter stands for. Select the yellow *un* and *ud* word families from the Reading Rods® Phonics Word-Building Kit or use magnetic letters. Have children use the letters to make as many short *u* words as possible. Remind them to use the single blue consonant rods as well as the green blend/digraph rods to build the words. Put the words in a box. Have children take turns selecting a word and reading it aloud to the group. Challenge them to use the word in a sentence.

Focus on Words

- Select the following words from the Reading Rods® Simple Sentences Kit, or write them on index cards: *at*, *get*, *just*, *like*, *look*, *me*, *my*, *not*, *on*, *said*, *the*, *this*, *was*, *went*. Say each word aloud. Ask a volunteer to find the word in the book. Have them read the sentence aloud.

BLM Use Worksheet 2 to find story words in a word search.

Vocabulary

- Discuss how the word *stuck* is used in the story. Allow time for children to make pictures to show the meaning of the word. Have them think of different situations, such as a sneaker stuck in a back pack, a cat stuck in a tree, a car stuck in the mud, and so on. Have children write a sentence about their pictures.

Writing

Interactive Writing

- Reread the story aloud. Stop on page 13. Work with children to write a new ending about Wolf and Bear. Have them think about what could happen next. Brainstorm a list of ideas, such as the log falling into a pond or a pile of leaves. Decide on one idea to write as a whole group. Ask volunteers to help spell the names of the two characters. Encourage them to use the book as a reference. Work with children to think of interesting sound words and dialogue.

Example:

"Not so fast," said Wolf.

Down, down, down went the log. Splash!

"Yikes! I'm all wet," said Wolf.

"It's just water," said Bear.

Independent Writing

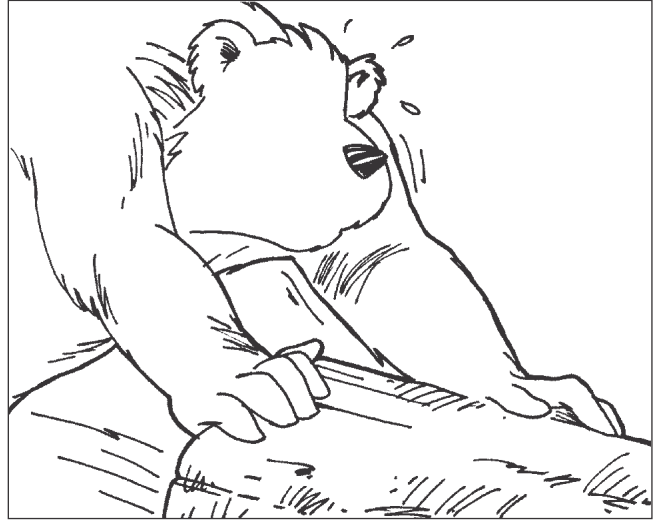
- Ask children to write about mud. Have them describe what mud looks and feels like. Have them write about what they've done in the mud. *Do you like to play in mud? Have you made mud pies? Tell why you like or don't like playing in mud.*

Draw a face on Bear and write a word to show how he felt when the different things happened.

The mud splashed in his face.



Bear pushed the log.



The log was stuck.



Wolf fell in the mud.



Find these words in the word search. Color them.

splash

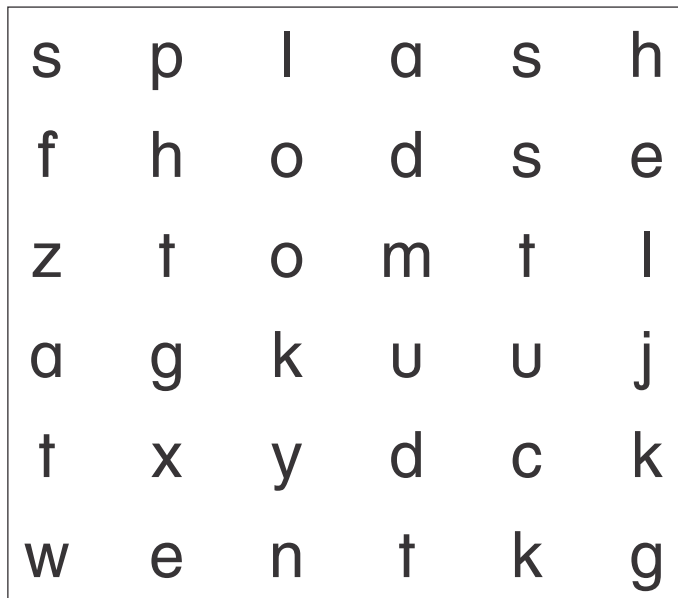
mud

look

stuck

went

at



Draw your favorite scene in the story.

Splash!**Record of Oral Reading****Date:**

GRL E	DRA 8	EI 7	Word count: 73	Student:
Accuracy: %			Self-correction rate: 1:	Easy Instructional Hard

Comment on the sources of information and reading strategies.

Fluency _____

For detailed directions on using this form, refer to a comprehensive *SunSprouts™ Teacher's Resource Guide* or download instructions from www.etacuisenaire.com

* SC=Self-correction

Page	Text	Error Tally	SC* Tally	Error Analysis	SC* Analysis
2.	"Get on the log," said Wolf.				
3.	"This looks like fun," said Bear.				
4.	The log went fast.				
5.	Splash, went the mud.				
6.	"Yuck! Look at my nose," said Bear.				
7.	"It's just mud," said Wolf.				
8.	The log was stuck.				
9.	"Push," said Wolf.				
10.	"Yuck! Look at my feet," said Bear.				
11.	"It's just mud," said Wolf.				
12.	Bear pushed hard.				
13.	"Not so fast," said Wolf.				
14.	Splash, went Wolf.				
15.	"Yuck! Look at me," said Wolf.				
16.	"It's just mud," said Bear.				