

## Fun for Pups

Written by Kim Thompson

**Grade Level:** PreK–2

**GRL:** D **Lexile:** 160L

**Subject:** Phonics

**Genre:** Fiction

**Key Idea:** Develop fluency by decoding story text with words that have the short **u** sound

**Standards Addressed:** RF.1.3.A–B Reading: Foundational Skills, RL.1.1 Reading Literature

### 1. Before Reading

#### Make Predictions

Look at the book's cover and title. Discuss what students see and what they think the book is going to be about. Invite personal connections.

#### Teach Phonics Skills

Copy pages 5 and 6 of this *Teacher Note* for each student. Ask students to cut apart the picture and letter cards.

Say consonant sounds **/b/**, **/ch/**, **/g/**, **/h/**, **/m/**, **/p/**, **/s/**, and **/t/**. Ask students to hold up the corresponding letter cards **b**, **ch**, **g**, **h**, **m**, **p**, **s**, and **t**. Point out that the **ch** and **tt** digraphs represent just one sound. Practice the **st** and **mp** blends in *must* and *bump*.

Say the short **u** sound and ask students to repeat it after you. Say these word pairs, asking students to raise their **u** letter card when they hear the short **u** sound: *tag/tug*, *pup/pop*, *bit/but*, *pup/pep*, *hog/hug*.

Slowly say and blend the sounds in *bump*, *chug*, *tug*, *hug*, *mum*, *pup*, *bus*, *tub*, and *up*. Ask students to raise a picture card to show the word they hear. Then, help students count and blend the sounds in each word as they use their letter cards to spell the words.

#### Teach High-Frequency Words

Make sure students know the high-frequency words they will find in the story. Spend extra time on irregular words, shown in **bold**, which do not follow common phonics patterns.

<b>a</b>	day	jump	ride	<b>to</b>
all	did	make	run	<b>what</b>
and	<b>do</b>	not	say	
<b>are</b>	fun	play	sit	

## Introduce the Genre

You can tell this book is fiction because it is about made-up characters and their adventures. The illustrations were drawn by an artist.

## Establish a Purpose for Reading

We will read to find out how seal pups have fun while their mums are at work. We will practice reading words that have the short **u** sound.

# 2. During Reading

## Read Together

Chorally read the story aloud together as students point to each word. Or, have students read aloud independently, using quiet voices, as you monitor. When readers have difficulty, stop and provide feedback. Help students associate letters and sounds, blend sounds to read words, and reread sentences fluently.

## Check for Understanding

Ask questions about the story. Prompt students to support their answers with details from the text.

- What kind of animal is the story about?
- What are young seals called?
- Where does the story take place?
- Where do the mums have to go?
- What kind of bus do the pups ride?
- How do the pups make a hut?
- Where do the pups sled?
- Where do the pups swim?
- What is putt-putt?
- How do you have fun when your parents are busy?

## Reread and Retell

Ask pairs to reread the story to each other. Each partner may read the whole story, or students may alternate pages. Allow time for pairs to retell the story in their own words, using the illustrations as cues. Invite partners to discuss the story and give opinions about whether they liked it.

In a whole-group follow-up, discuss and agree on the story's characters (pups, mums), setting (outdoors in the Arctic), and events (sledding, putt-putt, etc.). What might happen to the story if just one character, setting, or event were different?

## 3. After Reading

- Add words from the story to classroom word walls or word lists.
- Build fluency by reading the story again tomorrow or in a few days.
- Read more stories that feature the short **u** sound, such as *Don't Hug the Pug* by Robin Jacobs.
- Plan to read nonfiction books about seals, the Arctic, and winter activities.

### Follow-Up Lessons

- Provide short **u** words on a list or a word wall. Challenge pairs or small groups to use them to write and perform tongue twisters such as *Skunks on a stump stunk!*
- Guide students in writing short **u** words from the story to complete a Word Ladder. (See page 7 of this *Teacher Note*.)
- Ask students to write and draw on a Comic Book graphic organizer to show a new adventure for the pups. (See page 8 of this *Teacher Note*.)

### Writing Activities

- Dictate phrases and sentences with short **u** words for students to write and illustrate. Use the phrases and sentences shown in the book on page 22.
- Write a schedule of fun activities for the pups. Include illustrations.
- Write about Arctic animals. Research as needed.

### School-to-Home Connection

- Send home the picture and letter cards from pages 5 and 6 of this *Teacher Note* along with the book.
- Send home the Word Ladder from page 7 of this *Teacher Note* along with the book.

## 4. ESE/SWD

- Spend extra time teaching and reviewing sounds, letters, and high-frequency words that will appear in the story.
- Do not hold students accountable for independently reading words with the **ch** digraph.
- Have students listen to an audio recording of the story prior to the whole-group lesson.
- Read each page of the text aloud and have students echo you as they point to each word.

## 5. ELL/ESOL

- Use visuals to represent spoken words. If needed, find photos and videos on the internet.
- Speak slowly and enunciate words clearly. Make sure to articulate each sound.
- Be mindful of your gestures and facial expressions to make sure they support understanding.
- Write words under the picture cards on page 5 of this *Teacher Note* to create a glossary for students. Encourage students to refer to it as they read and respond to the story.
- Use props and actions to demonstrate word meanings. For example, show a *bump* and act out what it means to *tug*.
- Ask students to share their background knowledge about seals and cold places on Earth.
- Help Spanish, Cantonese, and Hmong speakers articulate the short **u** sound, as these languages do not contain the sound or contain only an approximate transfer of the sound. Model correct mouth position and ask students to copy you. Provide handheld mirrors for support.



## NEW Digital Read-Alongs With Audio and Word Highlighting

### Tips for Teachers

- Connect to your SMART Board or projector for teacher and student interaction.
- Read aloud together standing up.
- Highlight, underline, and circle information (e.g., sight words, phonics, vocabulary).
- For each page, have a student be in charge of pointing to each highlighted word as it is read.
- Play “I Spy” and have students find sight words, phonics patterns, vocabulary words, punctuation, etc.
- Use with ELL/SWD as a center to listen and then practice reading for fluency.
- Share with parents at home so students can practice reading.

Visit our website for our complete collection of graphic organizers:  
<https://www.crabtreebooks.com/resources/graphic-organizers>

# Picture Cards

Name: \_\_\_\_\_

Cut the cards apart.  
Match them to words.

Date: \_\_\_\_\_



# Letter Cards

Name: \_\_\_\_\_

Cut the cards apart.

Date: \_\_\_\_\_

Use the letters to build words.

b

ch

g

h

m

m

p

p

s

t

u

u

# Word Ladder: Fun for Pups

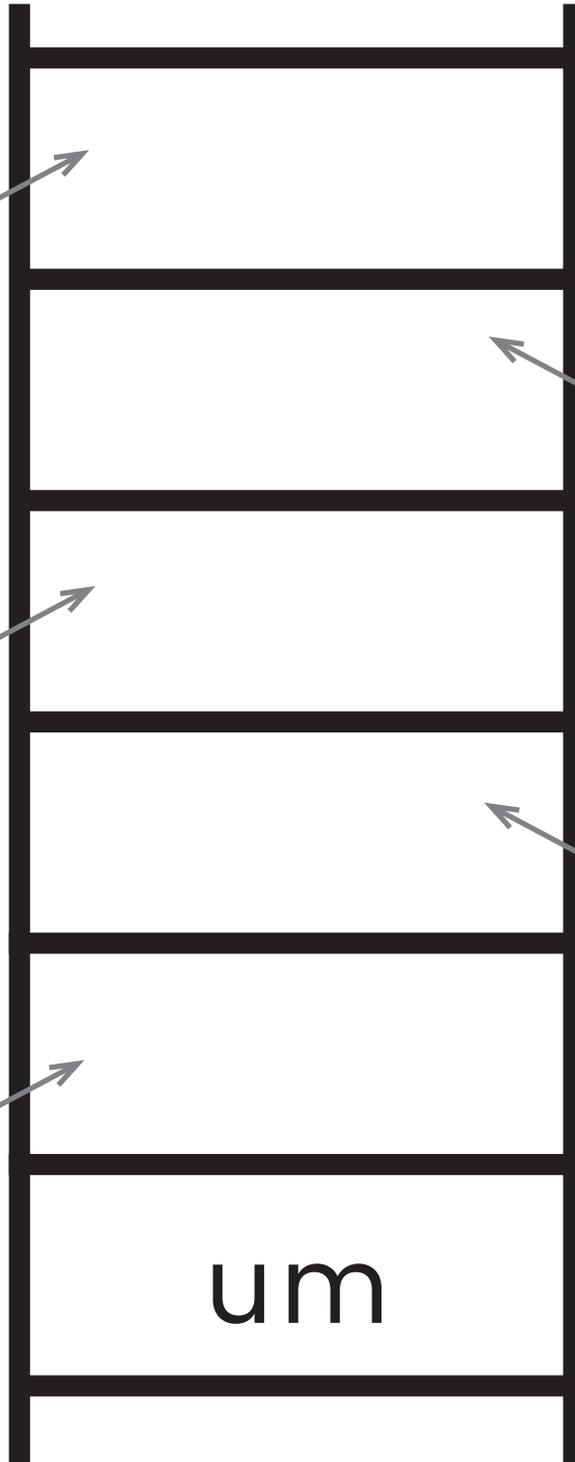
Name: \_\_\_\_\_

Write a word for each clue.

Climb from the bottom to the top.

Date: \_\_\_\_\_

Full of water.  
Change one  
letter.



To pull.  
Change one  
letter.



Squeeze.  
Change one  
letter.



Sing without  
words.  
Change one  
letter.



Mom.  
Add one  
letter.



Answers: mm, hm, hg, tg, tub

# Comic Book

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Draw what the characters do.  
Write what they say.

