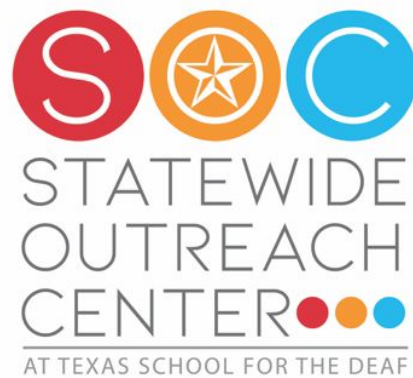


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# **STANDARDS**

## **Written English**

### **§110.4 English Language Arts and Reading, Grade 2**

#### **(b) Knowledge and skills**

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(B) demonstrate and apply phonetic knowledge by:

(iv) decoding compound words, contractions, and common abbreviations;

### **§110.4 English Language Arts and Reading, Grade 2**

#### **(b) Knowledge and skills**

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking -- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(C) demonstrate and apply spelling knowledge by:

(iii) spelling compound words, contractions, and common abbreviations

### **§110.4 English Language Arts and Reading, Grade 2**

#### **(b) Knowledge and skills**

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to

(D) edit drafts using standard English conventions, including:

(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates;  
and

§110.4 English Language Arts and Reading, Grade 2

(b) Knowledge and skills

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to

(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences

**American Sign Language**

Viewing Standards for Informational Text (K-2)

Craft and Structure

Grade 1

1. Ask and answer questions to help determine or clarify the meaning of fingerspelled words, signs, and phrases in a text.

Viewing Standards for Informational Text (K-2)

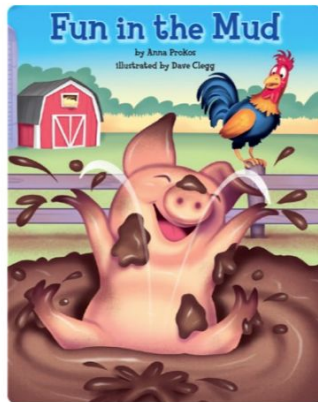
Key Ideas and Details

Kindergarten

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Objectives:**

- Students will correctly identify 80% of the contractions within the book
- Students will be able to decode a minimum of 8 out of 10 contractions correctly.
- Students will be able to write 10 new sentences using at least 5 of the contractions found in the book



## Fun in the Mud

By: [Anna Prokos](#)

Illustrated by: [Dave Clegg](#)

Will Pig learn to share or will he hog all the mud to himself?

6-8

L \*

Age Range Level ①

♥ Favorite

📅 Assign

## Fun in the Mud

by Anna Prokos  
illustrated by Dave Clegg



The sun is rising on the farm.  
Time for Rooster to sound the alarm.

"Cock-a-doodle-do! Open your eyes!  
Get ready for a big surprise!"





Pig squeals, "It's time to play!  
I'm going in the mud today."

4



Pig races to the squishy mud.  
He splashes in with a great big THUD!

5



"Yahoo!" Pig says. "The mud's all mine!"  
Then Goat trots over to join the swine.

6

"Oh, what fun!" Goat says with glee.  
"I've found someone to play with me."

7



Pig looks at Goat and shakes his snout.  
"The mud's all mine," Pig says. "Stay out!"

8

Goat says sadly, "That's not fair!"  
He knows that friends should always share.

9



"Let's take turns," Goat says. "It's fun.  
There is lots of mud for everyone."

10

Just then, Rooster comes strutting through.  
He wants to play in the mud too.

11





"Go away!" Pig says. "The mud's all mine!"  
"You're being a hog!" Rooster tells the swine.

12



Goat says, "The mud will fit us three.  
We'll all have fun. Don't you agree?"

13



Pig thinks. He shouts, "Sure! Come on in!  
Now our mud party can begin!"

14

Splashing and laughing, the three farm friends  
play in the mud until the day ends!

15



**Big Question:** Does Pig have more fun in the mud when he shares with Goat and Rooster? Why?

**Big Words:**

**snout:** the nose and mouth of an animal

**squeals:** makes a loud high-pitched noise

**strutting:** walking in an upright, confident way



# Contractions Related Activities

## Teacher Directions

**Each student needs their own packet**

Page 2 & 3

Teacher Direction

Each student will need their own copy then they will need to cut out each individual tile. Once they are done cutting out each tile, they will then use the template on page 3 to help them figure out where to put the apostrophe. Have the students follow the word bank to help them determine that they have included all of the tiles for the full word. (Remember: the apostrophe has its own space within.)

Page 4

Teacher Direction

In the word bank, there are 10 new contractions. The student needs to try to write 10 different sentences which means that each sentence needs to incorporate a different contraction.

Page 5

Teacher Direction

Each student will need their own copy then they will need to cut out each individual box and set it aside. Once they're done with cutting out each tile, lay out all of the pieces face up. Take a look at the contraction in each sentence. Which combination of 2 different word boxes will help to make the contraction found in each of the sentences.

**Cut out each piece below and use the tiles to help  
spell out your contractions with the apostrophe in  
the right place**

wheres

isnt

thats

youve

were

wont

shell

whos

a	e	e	e	e	e	e	h	h
h	h	i	l	l	n	n	o	o
o	r	r	s	s	s	s	s	t
t	t	t	u	v	w	w	w	w
y	,	,	,	,	,	,	,	,

--	--	--	--	--	--

--	--	--	--	--

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--	--	--	--	--



## Use these contractions in a new sentence

what're    I'm    I'd    let's    they'll

you're    hasn't    that's    won't    we'll

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Cut out each word box & use the word boxes to help you with the next step.

Use the word boxes to help you figure out which two words were used to make the underlined contraction. Write your answer in the blanks.

you	you	not
have	have	not
is	did	are
she	will	we

1. You've been to Six Flags? \_\_\_\_\_
2. She's my sister. \_\_\_\_\_
3. We're going to the store. \_\_\_\_\_
4. I haven't met your puppy. \_\_\_\_\_
5. You'll like this movie. \_\_\_\_\_
6. I didn't know we had homework! \_\_\_\_\_

# Book Related Activities

## Teacher Directions

Each student needs their own packet

Page 10

Teacher Direction

Reader comprehension.

Page 10 checks to see if the reader is able to recall key facts

Page 11

Teacher Direction

For any student that may need extra handwriting practice, this will serve as a good independent activity



What is the name of each animal?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which animal went into the mud first?

(circle the correct answer)



\_\_\_\_\_



Goat said that he knows  
everyone should always  
\_\_\_\_\_?

# Writing Practice

DUCK DUCK DUCK

WE'RE WE'RE WE'RE

PIG PIG PIG

YOU'RE YOU'RE YOU'RE

MUD MUD MUD

DON'T DON'T DON'T

GOAT GOAT GOAT

HAVEN'T HAVEN'T

# **Book & Contractions**

## **Related Activities**

### **Teacher Directions**

**Each student needs their own packet**

Page 12

Teacher Direction

Comprehension & Recollection

Fun activity to test the students to see if they can remember  
the 9 contractions used in the book



Circle the contractions that you saw in the book.

Psst.... There's 9 to find

shouldn't      mud's      they've  
                         what's  
I'm      he'd  
                 mustn't      I've  
we'd      let's      you're  
don't      hadn't      we'll  
                 that's  
there's      who'll  
                 it's

# Culmination Activity

## Teacher Directions

Each student needs their own packet

Page 15/16/17

### Teacher Direction

The final project which serves as a culmination of everything that the student has done.

The now must write a story which is a minimum of 10 sentences, involves a minimum of 10 contractions and must stay on topic throughout the entire story.

They are provided with a rubric from the beginning along with an example that they can refer to.

Print out the 10 lines template and the Rubric

Try to come up with a story that is at least 10 sentences long and each of those 10 sentences must include contractions taken from the book as well as contractions that you know that are not in the book.

You will be scored in 5 different categories.

**Content/Ideas:** Pay attention to sticking with the same idea throughout the entire sentence.

**Usage of Contractions:** Be sure that all of your sentences have at least one contraction.

**Differentiation of Contractions:** Each of your sentences must have a different contraction that hasn't already been used.

**Handwriting:** Your handwriting must be clear so that I can read your hard work.

**Punctuation:** Remember how we see two different words become one that is joined by an apostrophe? That apostrophe is very important so make sure you pay attention to all of your punctuation.

**Contractions found within the book:**

don't	it's	mud's	I'm	I've
let's		that's	we'll	you're

# Assessment

## Teacher Directions

Each student needs their own packet

Page 17

### Teacher Direction

Overview of their knowledge on two primary topics

Able to determine the two accurate words used to create the given contraction. 5 questions

Able to take the two words given and provide the contraction given. 5 questions.

# Assessment

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

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

## Section A: Write which two words are used to form this contraction

- |            |       |       |
|------------|-------|-------|
| 1. we'll   | _____ | _____ |
| 2. don't   | _____ | _____ |
| 3. I've    | _____ | _____ |
| 4. they're | _____ | _____ |
| 5. haven't | _____ | _____ |

## Section B: Write the correct contraction for the two provided words

- |               |       |
|---------------|-------|
| 6. You are    | _____ |
| 7. It is      | _____ |
| 8. That is    | _____ |
| 9. Should not | _____ |
| 10. You will  | _____ |



# Additional Resources

## Online Resources

[Learning Games for Kids](#)

[English Maven](#)

## Interactive Games

[6 + 1 Contraction Action](#)

[Contractions Matching Game](#)

[Apostrophe Drop | Game](#)

# Materials & Procedure

## Materials

Fun in the Mud  
Worksheet Packet  
10 Lines Worksheet  
Rubric  
Scissors  
Glue or Tape  
Pencil

## Procedure:

1. Show the Introduction Video
2. Show [Contractions! \(YouTube\)](#)
  - a. Teacher or Interpreter signed with no pauses.
    - i. Pre-teaching for exposure to the concept
    - ii. Pre-teaching for exposure to the vocabulary
3. Show [Contractions! \(edpuzzle\)](#)
  - a. Work along with the students to help them answer the questions.
    - i. This video is the same as the one you have just shown but now questions are added in with pauses.
      1. There are other versions that have been created based on the same video but with different questions.
4. Show [Contractions | Grammar for Kids | English for Kids | Kid's Learning Videos | ESL | EFL](#) (This version does not have any questions)
  - a. Teacher or Interpreter signed with no pauses.
    - i. Pre-teaching for exposure to the concept
    - ii. Pre-teaching for exposure to the vocabulary
5. [Contractions | Grammar for Kids | English for Kids | Kid's Learning Videos | ESL | EFL](#) (This version has questions)
  - a. Work along with the students to help them answer the questions.

- i. This video is the same as the one you have just shown but now questions are added in with pauses.
    - 1. There are other versions that have been created based on the same video but with different questions.
- 6. Complete pages 5 to 1000000 in the worksheet packet
- 7. Read Fun in the Mud together as a class
  - a. Do worksheet pages 439057038950439850349
- 8. Culmination Activity
  - a. This is an incorporation of the contractions that they have learned from online videos, the book, and the worksheets.
    - i. The goal is to be able to come up with a story with two challenges in mind.
      - 1. A story that stays on topic
      - 2. At least 10 sentences long
      - 3. Has at least 10 contractions in their story.
- 9. Assessment
  - a. Overview of their knowledge on two primary topics
    - i. Able to determine the two accurate words used to create the given contraction. 5 questions
    - ii. Able to take the two words given and provide the contraction given. 5 questions.

**SEE ANSWER KEY**

# Rubric

Student: \_\_\_\_\_

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

	<b>Excellent</b>	<b>Good</b>	<b>Needs Work</b>
<b>Content/Ideas</b>	Student stays on topic for 8 to 10 sentences	Student stays on topic for 4 to 8 sentences	Student stays on topic for 3 or fewer sentences
<b>Usage of Contractions</b>	Uses 8 to 10 contractions	Uses 4 to 8 contractions	3 or fewer contractions
<b>Differentiation of Contractions</b>	8 to 9 different contractions used	4 to 7 different contractions used	3 or fewer different contractions used
<b>Handwriting</b>	Very clear. The reader is able to understand all words used	Clear for the most part with a few unnoticeable words	Not clear for the reader
<b>Punctuation</b>	Uses the correct punctuation throughout	Uses the correct punctuation with few mistakes	Missing punctuation