

Yuk or Yum?

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Grade Level: PreK-2

GRL: D **Lexile:** 150L

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. Make sure students understand the sound-symbol correspondences they will read in the story.

Say consonant sounds **/b/**, **/g/**, **/k/**, **/m/**, **/r/**, **/s/**, **/sh/**, and **/y/**. Ask students to hold up the corresponding letter cards **b**, **g**, **k**, **m**, **r**, **s**, **sh**, and **y**. Point out that the **sh** digraph represents just one sound.

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: *big/bug*, *gum/gem*, *yak/yuk*, *sub/sob*, *mash/mush*.

Slowly say and blend the sounds in *bugs*, *gum*, *yuk*, *mug*, *rush*, *sub*, *mush*, *up*, and *yum*. 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.

a	eat	must	run	up
all	for	not	some	will
be	is	number(s)	this	
but	jump	please	to	

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 whether customers at a restaurant think their food is yucky or yummy. 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.

- Why are the animals in a hurry?
- Where does the story take place?
- What is the crocodile's job?
- What do the numbers on the tables mean?
- What do the numbers on the tray mean?
- Why would rabbits not like to eat bugs?
- What does it mean to have a rush?
- Look at page 15. How do the animals feel?
- Look at pages 20 and 21. How do the animals feel?
- Have you been at a restaurant at a busy time?

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 (waiter, rabbits, vultures, etc.), setting (restaurant), and events (waiter brings wrong order to rabbits, 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 *The Bus for Us* by Suzanne Bloom.
- Plan to read nonfiction books about restaurants and animal diets.

Follow-Up Lessons

- Challenge pairs or small groups to find and list words in short **u** word families, including **-ug**, **-um**, and **-ush**. Discuss and eliminate those that are not real words. Add to a class list or word wall of short **u** words.
- 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 design a new cover for the story using the Book Cover graphic organizer. (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.
- Make a detailed menu for the restaurant featured in the story.
- Research an animal. Write about its favorite foods.

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 **sh** 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 *mug* and act out what it means to *rush*.
- Ask students to share their background knowledge about eating at restaurants.
- 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.

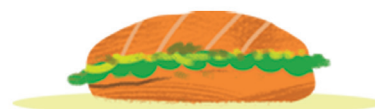
Visit our website for our complete collection of graphic organizers:
<https://www.crabtreebooks.com/resources/graphic-organizers>

Picture Cards

Name: _____

Cut the cards apart.
Match them to words.

Date: _____



Letter Cards

Name: _____

Cut the cards apart.
Use the letters to build words.

Date: _____

b

g

k

m

p

r

s

s

sh

u

u

y

Word Ladder: Yuk or Yum?

Name: _____

Write a word for each clue.

Climb from the bottom to the top.

Date: _____

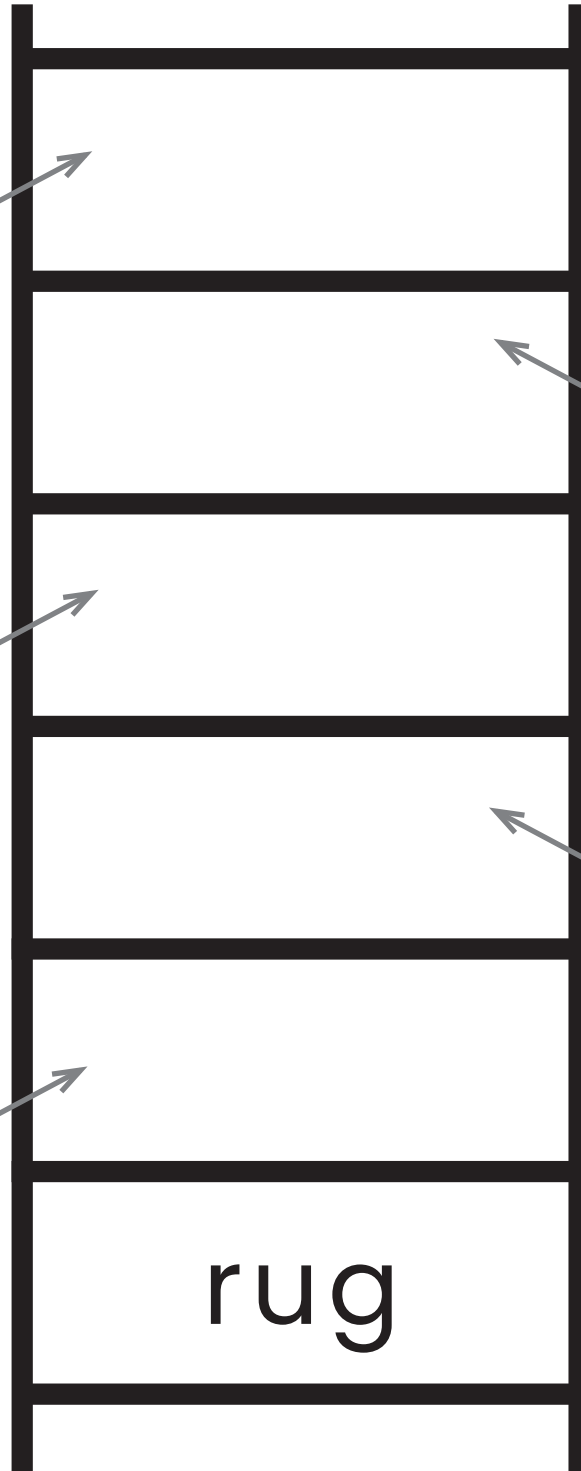
Quiet.
Change spelling for first sound to a sound spelled with a consonant team.

In a hurry.
Change one letter.

Glop.
Change last sound to a sound spelled with a consonant team.

Cup for a hot drink.
Change one letter.

An insect.
Change one letter.



Answers: bug, mug, mush, rish, shush

Book Cover

Name _____

Date _____

Design a new book cover. Do not forget to include the author and illustrator names.

