

Cub Fun!

Informational Text Type:

Fact Book Pages

A fact book is a text that gives facts and information about a subject.

Summary: These pages from a fact book show photos of polar bear, brown bear, lion, and tiger cubs. The text describes things they can do.

Phonics Focus

- short-*u* sound /u/ spelled *u*

Decodable Words with Targeted Sound-Spelling

- *cubs*
- *mud*
- *run, fun, sun*
- *tug*

New High-Frequency Word

- *be*

Content Words

- *snow, sleepy*

Phonemic Awareness and Sound-Spellings Reviews

- /k/ spelled *c*
- /f/ spelled *f*

Ask children to listen for and say the first sound of each of these words. Read each word to the children.

- *can cat cub car cap*
- *fun fish fin four five*

Then read each row again. Invite children to say the letter that corresponds to the first sound of each word.

MLs Note: See page 7 for ways to leverage children's home language.

Revisit Alphabet Knowledge

Connect Sound-Spelling: /u/ spelled *u*

Remind children that the letter *u* makes the /u/ sound that begins the word *umbrella*. Point out that this short-*u* sound is also found in the middle of words. Write the word *cub* for children and have a volunteer circle the letter *u*.

Then write the word *mud* and have a volunteer circle the letter *u* that makes the /u/ sound in the middle of the word *mud*.

Ask children to suggest other words that have the /u/ sound in the middle. List the words, read them aloud, and have a volunteer circle the letter *u* in each word.

Before Reading

Model Blending Sounds to Make Words

Model for children how to use the /u/ sound to read CVC and VC words. Write the letters *f, u, n* for children. Remind children that the letter *u* makes the /u/ sound that begins *umbrella*. Run your finger under the letters as you slowly blend together the sounds to read the word *fun*, /f/ /u/ /n/. Continue with *up* and *tug*.

Practice Reading Decodable Words

For practice, write the following CVC words for children to read:

sun bus bun run nut tug mud up pup cut bud cub fun

- Have children find the word that rhymes with *bug*. Then have them use their hands and arms to show the meaning of the word *tug*.
- Ask children to find a set of four rhyming words.

Introduce the High-Frequency Word: *be*

Write the high-frequency word *be* in a sentence.

Sam can be fun.

Read aloud the sentence.

- Ask children to find and circle the high-frequency word *be*.
- Help children segment the sounds in *be*, /b/, /ē/. Elicit the letter to write for each sound. For /b/, write *b*; and for /ē/, write *e*. Have children read and spell the word *be*.
- Help children write the word *be*.


First Reading

- Read the title and have children repeat it.
- Read aloud the text, echo-read it, or have children whisper-read on their own.
- Introduce the content word *snow*. Have children look at the picture and tell which animals are in the snow. Have children find the word *snow*. Then ask children to turn over the card and point to the cubs that are sleepy. Then have children find the word *sleepy*.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.


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FACT BOOK PAGES

SHORT READS
DECODABLES


Cub Fun!



Cubs can sit in the snow.
And cubs can be pals in the snow.



Cubs can tug in the mud.
Cubs can be pals.



Cubs can get hot.
And cubs can get wet.

Animal Cubs

SCHOLASTIC



Cubs can run in the sun.
Cubs can be pals.
And cubs can play.



Cubs can run and play.
But cubs can get sleepy.
And cubs can nap.
It is fun to look at cubs!

Second Reading

- Ask a volunteer to read the title.
- Have children whisper-read on their own.
- Invite children to take turns reading to a partner. Listen to children read and give help as needed.

After Reading

Build Comprehension

After children read, talk about the text. Use the following questions to reinforce knowledge and vocabulary.

- Which cubs are sitting in the snow in the first picture?
Photos
- How are the cubs in the mud and the cubs in the water alike? **Compare and Contrast**
- Which word tells what the bear cubs do in the mud?
Words and Phrases in Context
- Which word tells what the lion cubs do in the sun?
Words and Phrases in Context
- How are the lion cubs and tiger cubs alike?
How are they different? **Compare and Contrast**

Extend the Discussion

Share and discuss these questions. Encourage children to support their thinking with ideas from the text.

- Why is it easy for polar bear cubs to hide in the snow?
- What do you think the lion cubs are learning as they play?
- Why is it fun to look at cubs and other young animals?

Write From Dictation

Have children write this sentence. Children may illustrate the sentence as well. You may want to model the writing.

Mud can be fun.

Write About Reading

Have children choose one or both of the following options:

- Draw a picture of each kind of cub. Label the pictures with the names of the cub. **(Informative/Explanatory)**
- Draw a picture that shows which cub you would like to learn more about. **(Opinion)**