The Rainy Day

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Green Words (Phonetic):

<table>
<thead>
<tr>
<th>but</th>
<th>suds</th>
<th>skids</th>
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<tbody>
<tr>
<td>tugs</td>
<td>slips</td>
<td>must</td>
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<tr>
<td>dug</td>
<td>mud</td>
<td>rag</td>
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Red Words (Sight):

puts  says  has  you

Practice reading these sentences.

Tim puts suds in a bucket.

Mud is on Sad Sam.

Mom must not see the mud.

Sad Sam tugs on the rag.
One Saturday morning it rains very hard. Matt and Tim’s mom asks them to do a job for her.

Tim puts suds in a bucket. Matt mops the floor.

Point to Tim. Point to the suds. What is Tim doing? [Tim is putting water and suds in the bucket.]
Point to Matt. Point to the mop.
What did their mom ask them to do? [Their mom asked them to mop the floor.]
Sad Sam skids in.
Matt sees mud on Sad Sam.
“Stop, Sad Sam!” says Matt.
But Sad Sam can not stop!

Sad Sam SKIDS (demonstrate) in.
Why does he skid? [The floor is wet.]
Can Sad Sam stop? [no]
Sad Sam has dug in the mud.
Matt says, “Sad Sam, you MUST stop!”

Why is Sad Sam covered with mud?  [He was digging in the mud.]
What does Matt say?  [Matt says, “Sad Sam, you MUST stop!”]
Sad Sam gets mud all over the floor. How do you think Tim and Matt feel?

Tim is mad.
Matt is mad.

Did Sad Sam get mud on the floor? [yes]
How do the boys feel? [The boys feel mad.]
Tim says, “Mud is on the floor! Mud is on Sad Sam! Mom must not see the mud!” Matt nods.

Why are the boys mad? [The boys are mad because there is mud on the floor.]

 назначен Make a Prediction: How will the boys clean up the mud?

(T-P-S) Have the students support their predictions.
Tim and Matt need to clean the mud off of Sad Sam. But Sad Sam hates to be cleaned.

Matt gets a rag.
Sad Sam tugs it.
Matt tugs it.
Tim tugs on Matt.

Point to the rag. What was Matt going to do with the rag? (T-P-S)
Demonstrate “tug.”
Who tugs on the rag? [Matt and Sad Sam tug on the rag.]
What does Tim do? [He tugs on Matt.]
Sad Sam TUGS!
Tim slips in the suds.
Matt slips in the suds.

Sad Sam tugs on the rag really hard. Have a student demonstrate “tugs.”
What do you think happens after that? (T-P-S)
Matt gets Sad Sam a dog biscuit. Sad Sam sits. Matt says, “I can mop up Sad Sam!” Tim says, “I can mop up the mud!”
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Use T-P-S to discuss these questions.

1. Why can’t Sad Sam stop when he walks in the door?
   [Sad Sam’s feet are muddy, and the floor is wet.]

2. The boys try to clean Sad Sam.
   What does Sad Sam do with the rag?
   [They try to clean Sad Sam with a rag, but Sad Sam grabs the rag with his teeth. They try to pull the rag away from Sad Sam and fall on the floor.]

3. Do the boys get the floor clean?
   [Matt gets Sad Sam a dog biscuit. Matt will mop up Sad Sam. Tim will mop up the mud.]
Reading Roots, Level 1

The Rainy Day

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Reading Roots Shared Stories were developed under the direction of Robert E. Slavin and Nancy A. Madden, codirectors of the Success for All Foundation Family of Programs.

Success for All Foundation is a nonprofit education reform organization that develops and disseminates research-based reading and math programs for students in pre-kindergarten, kindergarten, elementary and middle schools. These programs were originally developed at Johns Hopkins University.

Illustrations for this book were colored digitally by James Bravo and Becky Pomarzynski.

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