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Unit Overview

The Robert Munsch author study unit can be used in the Language Arts area to strengthen children's reading and writing skills. Throughout this unit, children are involved in many different activities that focus their attention on language and how it is used. Children brainstorm, study how words are put together, read Robert Munsch books, answer questions in complete sentences and complete writing activities.

A display of Robert Munsch books set up in the classroom motivates children and encourages them to read for enjoyment. Robert Munsch has written many books and only ten are used in this unit. The children read other Robert Munsch books in their spare time and during silent reading.

Spelling

The spelling lessons follow a set sequence of five activities as follows:

Day One

The children print each of their spelling words three to five times in their spelling notebooks.

Day Two

The children print a complete sentence for each of their spelling words in their spelling notebooks.

Day Three

The children work with a partner to practice their spelling words. They use individual white boards or slates to practice their spelling words.

Day Four

Test the children on their spelling words. Those children who get 100% on the test do not need to rewrite the spelling test on day five.

Day Five

Retest the children who did not get 100% on their spelling test on day four.

There are three different spelling lists for each of the two weeks in the Robert Munsch unit. One list may be chosen for the entire class or the children can be divided into three different spelling groups and given appropriate word lists.

Brainstorming

Each day, the children brainstorm words that are related to the Robert Munsch book being read that day.

Group Word Cards

puddle

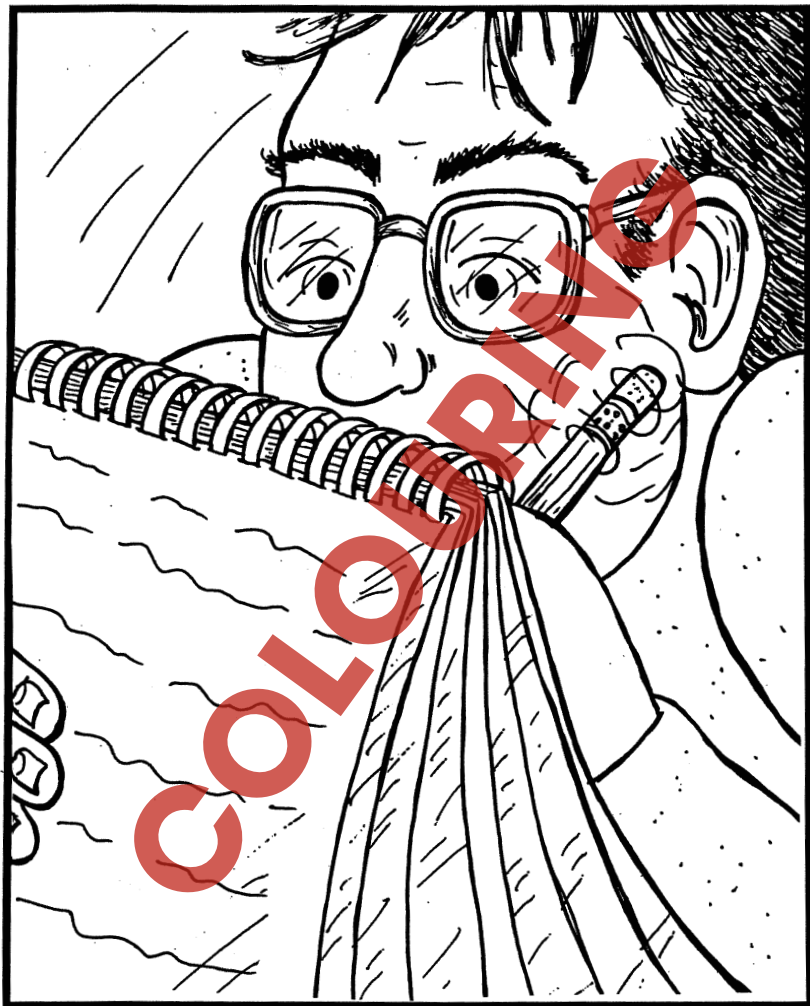
raincoat

sunshine

Dark

bottom

Robert Munsch



Name: _____



"Mud Puddle" Questions



1. What happened to Jule Ann each time she went outside wearing clean clothes?

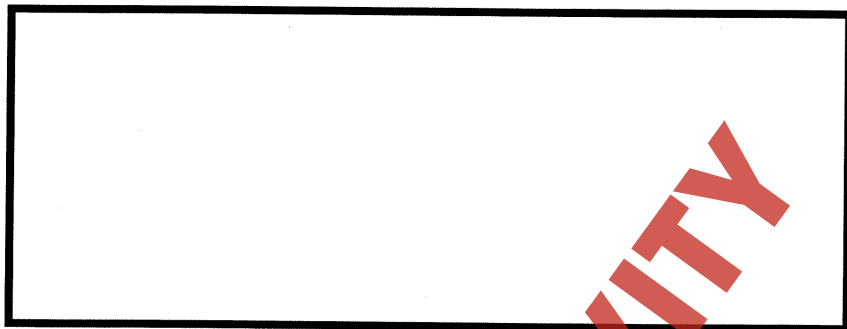
2. Name two places that the mud puddle hid from Jule Ann.

3. Why didn't the mud puddle jump on Jule Ann when she had her raincoat on?

4. How did Jule Ann get rid of the mud puddle?



5. Draw and colour your favourite part of the story.



**"Mud Puddle"
Cloze Activity**

This story was about a little _____ named Jule Ann. Each day she put on clean _____, the mud puddle would find her and _____ on her. Jule Ann got _____ all over. She went in the house and her _____ scrubbed her clean. One day Jule Ann wore a big yellow _____. The mud puddle stayed away from Jule Ann until she took the _____ off. When she took the raincoat off, the mud puddle _____ on her. Jule Ann decided to get rid of the mud puddle. She threw smelly yellow _____ at the mud puddle. The mud puddle ran _____ and never came back.

Spelling Lists

Week One

List A

dark
play
bigger
mud
wind
soap

List B

puddle
sunshine
together
teacher
great
school

List C

raincoat
bottom
giant
principal
snowsuit
friend

Week Two

List A

boy
subway
ride
fire
smoke
sky

List B

mother
father
drawer
seconds
dragon
clean

List C

prince
decide
station
mayor
airplane
favourite

Robert Munsch Concentration Game

How did Jule Ann get rid of the mud puddle?	She threw soap at it.
What did the dark eat?	It ate shadows.
What was David's father?	He was a giant.
What game did Millicent and the wind play?	They played tag.
Why didn't Thomas want to wear his snowsuit?	It was ugly.

Unit Test

A. Fill in the Blanks:

- Each time the dark ate a _____ it grew bigger.
- David's father was a _____.
- Millicent lived on top of a _____.
- Jonathan went to City Hall and talked to the _____.
- When Angela grew up she became an airplane _____.

B. Match the character to the story:

- | | |
|--------------------|------------------------|
| Prince Ronald | Thomas' Snowsuit |
| Shelley | The Boy in the Drawer |
| Sheila and Michael | Mud Puddle |
| Jule Ann | The Fire Station |
| Principal | The Paper Bag Princess |