

TUMBLETA · VERIFIED STANDARDS LAYER	
Analyze Sequence Ontario · Grade K · Skill lesson	
WINNER	11.9
STRAND Kindergarten - Demonstrating Literacy and Mathematics Behaviours	
STANDARD retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence	
WHY THIS LESSON EARNS THE CODE The lesson is explicitly a retelling task that asks children to keep the story events in meaningful sequence.	
PLACEMENT TEACHES - the student task directly practices the cited expectation. The canonical lesson follows unchanged.	
Source: Ontario Ministry of Education, The Kindergarten Program, 2016.	

Verified 2026-09-08 · strict winner-only audit

TUMBLETA · SKILL LESSON

Mud Puddle · Grade K · Book 4201

Analyze Sequence

Full lesson

TIME

32 minutes

OBJECTIVE

Retell one round of the story and the ending, in your own words, keeping what a listener needs.

STUDENT PRODUCT

A spoken retelling, then a written one

FOCUS

Keeping the part that makes the rest make sense

Essential question

What has to go into the telling before it makes sense to somebody else?

Materials

- The book
- Pages 2, 12, 15 and 16, found before the lesson
- One retelling sheet each, or four boxes to draw in

Text to mark before teaching

- Passage 2 — the puddle in the apple tree
- Passage 12 — yelling for Mummy
- Passage 15 — the smelly yellow soap
- Passage 16 — the soap goes in

Lesson sequence

1 Launch · 4 min

Focus:	Telling it without the book
Teacher direction:	Tell the class they are going to tell this story to somebody who has not read it, and that they will not be allowed the book while they do it. Then read the page where she runs inside yelling.
Prepared text:	Passage 12 2 Teacher model · 7 min
Teacher model:	I retell the middle of the book out loud without reading it, and I do it badly on purpose first: puddle, tub, puddle, tub, and my listener has no idea why she keeps going outside. Then I do it again and put in the clean clothes each time, and now it makes sense - she goes out because she has just been made clean, and that is what the puddle is waiting for.
Prepared text:	Passage 2, Passage 12 3 Retell the middle · 11 min
Focus:	What happened, and what she said
Teacher direction:	Using Passages 2 and 12, retell one of the times the mud puddle jumps on Jule Ann, in your own words.
Expected answer:	A good retelling has her clean and sitting down outside, the puddle hiding where she cannot see it, the jump onto her head, and her being muddy all over even her ears. Then she runs indoors shouting for her Mummy and telling her that a Mud Puddle jumped on her. The shout is worth keeping because it gives Jule Ann's own words and makes clear that she is reporting what the puddle did.
Student product:	A retelling of one round, said out loud then written
Prepared text:	Passage 2, Passage 12 4 Retell the ending · 10 min
Focus:	The one round that goes differently
Teacher direction:	Using Passages 15 and 16, retell the ending in your own words, and say why it is the end.

Expected answer:	At the end Jule Ann does not wait to be jumped on. She fills her pockets with smelly yellow soap from the sink, goes out into the middle of the back yard and calls the Mud Puddle to come to her, and when it does she throws the soap straight into its middle. It stops, runs off across the grass, jumps the fence and never comes back. It is the end because this is the only round where Jule Ann goes first, and because the story has said the puddle will not be returning - so there cannot be another round.
Prepared text:	Passage 15, Passage 16

Teacher guidance

Why this text works: Retelling a repeating book has a trap in it: children retell the exciting part, which is the jumping, and leave out the clean clothes, which is the part that makes the jumping make sense. Model the bad retelling first. It gets a laugh and it makes the fix obvious. For the ending, ask what is different about this round rather than what happens in it - the difference is that she goes looking, and a child who says that has understood the whole book. Children who are not writing yet can do all of this by drawing four boxes and telling you what is in them.

Expected answer:	Jule Ann is clean and sitting outside when a mud puddle she cannot see jumps on her head and covers her, and she runs indoors shouting for her Mummy that a Mud Puddle jumped on her. That happens more than once, and each time she is washed and dressed in clean clothes again first. The last round runs the other way round: Jule Ann puts smelly yellow soap in her pockets, walks into the middle of the back yard, calls the Mud Puddle out herself, and throws the soap into its middle. It runs across the grass, over the fence, and never comes back.
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Model: I notice that the retelling falls apart if I leave out the clean clothes. Without them my listener cannot see why she keeps going back outside, and the story sounds like a girl who will not learn. With them it is a girl who keeps being made clean, which is exactly what the puddle is waiting for.

Support and extension

Above: Retell the ending as if you were the mud puddle telling it.

Below: Draw and label the four boxes for one round, then tell it to a partner without the book.

Assessment

Look for: Says Jule Ann was clean before she went outside. Says the puddle was hiding where she could not see it. Says it jumped on her head and she was muddy all over. Says she ran in shouting for her Mummy. Says that at the end she called the mud puddle herself and threw soap at it.

Short version

TIME

16 minutes

OBJECTIVE

Retell one round of the story and the ending, in your own words, keeping what a listener needs.

STUDENT PRODUCT

A spoken retelling, then a written one

FOCUS

Keeping the part that makes the rest make sense

Essential question

What has to go into the telling before it makes sense to somebody else?

Materials

- The book
- Pages 2, 12, 15 and 16, found before the lesson
- One retelling sheet each, or four boxes to draw in

Text to mark before teaching

- Passage 2 — the puddle in the apple tree
- Passage 12 — yelling for Mummy
- Passage 15 — the smelly yellow soap
- Passage 16 — the soap goes in

Lesson sequence

1 Launch · 3 min

Focus:	Telling it without the book
Teacher direction:	Tell the class they are going to tell this story to somebody who has not read it, and that they will not be allowed the book while they do it. Then read the page where she runs inside yelling.
Prepared text:	Passage 12 2 Teacher model · 5 min
Teacher model:	I retell the middle of the book out loud without reading it, and I do it badly on purpose first: puddle, tub, puddle, tub, and my listener has no idea why she keeps going outside. Then I do it again and put in the clean clothes each time, and now it makes sense - she goes out because she has just been made clean, and that is what the puddle is waiting for.
Prepared text:	Passage 2, Passage 12 3 Retell the middle · 8 min
Focus:	What happened, and what she said
Teacher direction:	Using Passages 2 and 12, retell one of the times the mud puddle jumps on Jule Ann, in your own words.
Expected answer:	A good retelling has her clean and sitting down outside, the puddle hiding where she cannot see it, the jump onto her head, and her being muddy all over - even her ears. Then she runs indoors shouting for her Mummy and telling her that a Mud Puddle jumped on her. The shout is worth keeping because it gives Jule Ann's own words and makes clear that she is reporting what the puddle did.
Student product:	A retelling of one round, said out loud then written

Teacher guidance

Why this text works: Retelling a repeating book has a trap in it: children retell the exciting part, which is the jumping, and leave out the clean clothes, which is the part that makes the jumping make sense.

Model the bad retelling first. It gets a laugh and it makes the fix obvious. For the ending, ask what is different about this round rather than what happens in it - the difference is that she goes looking, and a child who says that has understood the whole book. Children who are not writing yet can do all of this by drawing four boxes and telling you what is in them.

Expected answer:

Jule Ann is clean and sitting outside when a mud puddle she cannot see jumps on her head and covers her, and she runs indoors shouting for her Mummy that a Mud Puddle jumped on her. That happens more than once, and each time she is washed and dressed in clean clothes again first. The last round runs the other way round: Jule Ann puts smelly yellow soap in her pockets, walks into the middle of the back yard, calls the Mud Puddle out herself, and throws the soap into its middle. It runs across the grass, over the fence, and never comes back.

Model: I notice that the retelling falls apart if I leave out the clean clothes. Without them my listener cannot see why she keeps going back outside, and the story sounds like a girl who will not learn. With them it is a girl who keeps being made clean, which is exactly what the puddle is waiting for.

Support and extension

Above: Retell the ending as if you were the mud puddle telling it.

Below: Draw and label the four boxes for one round, then tell it to a partner without the book.

Assessment

Look for: Says Jule Ann was clean before she went outside. Says the puddle was hiding where she could not see it. Says it jumped on her head and she was muddy all over. Says she ran in shouting for her Mummy. Says that at the end she called the mud puddle herself and threw soap at it. Mud Puddle

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