

LPK Reading Literacy

FREE Story Telling & Literature Resource

Story of "Baby Mooky"

5-6

Age Level

lpkreading.com



1. Phonics Activities.



3. Vocabulary Analysis.



2. Simple Fluency & Comprehension Checklist.



4. Comprehension Questions.

"Baby Mooky"

Diphthong: aw & au
Sounds

aw
au
sounds



Underline all the **aw** & **au** words found in the passage.

Dawn came, where the place became light and clear. Mooky, My baby sister, **pauses**, then **crawls** out her crib with **caution**. **Applauding**, I think she has **paws** sometimes. But she hooks her cloth **fawn** in her left hand and sits gently playing with other toys.

Because mummy looks on, Mooky **draws** her tea from her sippy cup and eats bit size pieces of fruits and vegetables from her **saucer**.

It is the **bawling** and **squawking** she does, when time to comb her hair.

She **yawns**, and goes back to sleep, as Mooky is allowed to dream about her favourite toys.

appl**aw**d



f**aw**n



y**aw**n



ca**au**tion



1. Phonics Activity

Here is an engaging, multi-sensory phonics activity designed for 5-6 year olds (Kindergarten/First Grade) to practice the "aw" and "au" diphthongs. At this age, learning is most effective when it involves movement and play!

Objective

To help children recognize, sound out, and blend words containing the "aw" and "au" diphthongs.

Setup & Materials

- **Flashcards:** Write each of the target words on a card.

Tip: Write the **aw** and **au** letters in a bright color (e.g., **dawn**, **caution**) so they stand out.

Two Buckets/Baskets: Label one bucket with a big **AW** and the other with a big **AU**.

Instructions for the Teacher/Parent

Step 1: Meet the Sound Twins (Warm-up)

1. Tell the children: "Today, we are going hunting for words with two sound twins: 'aw' and 'au'. They look different, but they make the exact same sound! (like you are seeing something super cute: 'Aww!')." *Aww!*"

Practice the sound together. Have them make "paws" with their hands every time they say the sound.

Step 2: The Sound-Out (Blending Practice)

Hold up the flashcards one by one. Use the "Dot and Dash" method to help them decode:

- Point to single consonants with a dot (short sound).
- Underline the **aw** or **au** with a dash (one long sound).

1. Phonics Activity

Guide them through the words like this:

d - aw - n	————→ Dawn
p - au - s - e - s	————→ Pauses
c - r - aw - l - s	————→ Crawls
c - au - t - i - o n	————→ Caution
a - p - p - l - au - d - i - n g	————→ Applauding
p - aw - s	————→ Paws
f - aw - n	————→ Fawn
B - e - c - au - s e	————→ Because
d - r - aw - s	————→ Draws
s - au - c - e r	————→ Saucer
B - aw - l - i n g	————→ Bawling
s - q - u - aw - k - i n g	————→ Squawking
y - aw - n - s	————→ Yawns

1. Phonics Activity

Here is an engaging, multi-sensory phonics activity designed for 5-6 year olds (Kindergarten/First Grade) to practice the "aw" and "au" diphthongs. At this age, learning is most effective when it involves movement and play!

Step 3: Active Game - "Sort the Creatures"

1. Scatter the flashcards across the floor.
2. Tell the children they are explorers. They must "rescue" a word by crawling to it.
3. When they pick up a card, they must **sound it out loud**.
4. **The Action:**
 - ⇒ If the word has "aw", they must act out the word (e.g., yawn loudly, crawl on the floor, or make paws like a puppy) and drop it into the **AW bucket**.
 - ⇒ If the word has "au", they must freeze, put on a serious face for caution, and drop it into the **AU bucket**.

Step 4: Celebration (Applauding!)

Once all the cards are sorted, have the children look at the **AU** bucket, find the word **applauding**, sound it out one last time, and give themselves a massive round of applause!



2. Simple Fluency

& Comprehension Checklist

Optional: The table below is for the students who would have completed the passage before 60 seconds.

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 60 =	Fluency Words Corrected Per Minute
100	-		=		÷		X 60 =	

Teachers should check these boxes as the child reads the 100-word passage.

Fluency & Accuracy

☐

Maintains Target Pace: Reads with appropriate speed for their known baseline (typically 30–60 words correct per minute at this age).

☐

Phonics/Diphthong Mastery: Successfully blends the **aw** and **au** chunks (d-aw-n, p-au-s-e-s, c-r-aw-l-s).

☐

Structural Awareness: Automatically processes the inflected endings (-s, -ing, -ed) in words like *crawls*, *applauding*, *yawns*, and *allowed*.

☐

Punctuation Sensitivity: Respects periods and commas, taking brief breath pauses rather than rushing through boundaries.

Simple Comprehension

☐

Literal Recall: Can identify who Mooky is (the baby sister) and what she is doing at the start (crawling out of her crib).

☐

Vocabulary Connection: Understands what causes Mooky to "bawl and squawk" (having her hair combed).

☐

Inference: Recognizes that the story takes place in the morning (connecting "Dawn came" to Mooky waking up and eating breakfast).

2. Simple Fluency & Comprehension Checklist

Qualitative Observations by Reading Level

At 5–6 years old, children are transitional readers. You would have done several reading assessments and have had a fair idea of the reading level of each student. However, these simple qualitative profiles help identify exactly how a student is interacting with this text.

1. Frustrational Level

The text is too difficult; the student is overwhelmed by the heavy decoding load.

- **Word-by-Word Choppiness:** The child sounds out nearly every letter sound individually (e.g., d-a-w-n instead of blending d-aw-n), completely losing the rhythm and meaning of the sentence.
- **High Physical/Emotional Fatigue:** Exhibits signs of stress such as sighing, fidgeting, stalling, or looking up at the teacher for help, particularly when hitting complex words like *applauding* or *squawking*.

Zero Comprehension Tracking: Because all cognitive energy is spent on raw decoding, the child cannot answer basic questions about why Mooky was crying or what she ate from her saucer.

2. Instructional Level

The "Sweet Spot." The text stretches their skills perfectly with a few teachable moments.

- **Self-Correction Behavior:** The child initially misreads a diphthong word (e.g., reading *saucer* as "sau-ker" or *fawn* as "fan") but pauses, notices the mistake, and successfully corrects it on the second try.
- **Finger-Pointing for Tracking:** Uses a finger to track the line, especially through the longer lines containing dialogue or descriptive lists (like *fruits and vegetables*).

Supported Comprehension: Retells the main events of the story successfully but needs minor prompting or re-reading to catch the vocabulary words (like connecting *bawling* to crying).

3. Independent Level

The child can read this text fluently alone with high accuracy and ease.

- **Automatic Chunking:** Instantly recognizes the sight words and phonetic chunks. Words like *caution*, *because*, and *yawns* flow effortlessly without choppy sounding-out.
- **Natural Expression (Prosody):** The child changes their voice tone slightly to match the text—for example, reading "*bawling and squawking*" with dynamic emphasis to reflect the noise.

Instant Literal Recall: Immediately explains the narrative arch (Mooky wakes up, plays, eats her breakfast, cries about her hair, and goes back to sleep) without looking back at the page.

4. Advanced Level

The text offers no challenge; the child reads it with upper-grade capability.

- **Adult-Like Cadence & Speed:** Reads with rapid automaticity, gliding through multisyllabic words (*vegetables*, *favourite*) without a single pause or stumble.
- **Deep Abstract Comprehension:** Can explain non-literal elements or metaphors in the text, such as why the narrator says "*I think she has paws sometimes*" (connecting it to Mooky crawling).
- **Prediction & Context Evaluation:** Connects the text to real-world knowledge effortlessly (e.g., commenting that "*sippy cups prevent spills*" or noting that babies sleep a lot during the day).

3. Vocabulary Word

Drill and Practice



Vocabulary Word

Applauding

What does the word mean?

It means clapping your hands together to show that you like something, are happy, or want to say "good job!" (For example: *clapping after someone performs a show*).

Break up the word:

How many letters (phonemes)? _____

How many consonants? _____

Any vowels? _____

Shade how many Syllables.



1

2

3

Find an **Antonym** of the word:

Circle the correct **Parts of speech** for the word above:

Noun

Verb

Adjective

3. Vocabulary Word

Applauding

Teacher Guide

Here is the breakdown of the vocabulary word **Applauding** tailored for a phonics and reading context.

1. What does the word mean?

It means clapping your hands together to show that you like something, are happy, or want to say "good job!" (For example: *clapping after someone performs a show*).

2. How many letters and phonemes?

- **Letters:** There are **10 letters** in the physical spelling (A-p-p-l-a-u-d-i-n-g).

Phonemes (Individual Sounds): There are **7 phonemes**.

Here is how the sounds break down: /a/ - /pp/ - /l/ - /au/ - /d/ - /i/ - /ng/ (Note: The double 'pp' makes one sound, the 'au' diphthong makes one sound, and the 'ng' digraph makes one sound).

3. How many consonants?

There are **6 consonant letters** in the spelling: p, p, l, d, n, g.

4. Any vowels?

Yes! There are **4 vowel letters** in the spelling: a, a, u, i. (The letters a and u team up in the middle to make the unique diphthong sound).

5. How many syllables?

There are **3 syllables** (ap-plaud-ing). You can feel your chin drop 3 times when you say it!

6. Break up the word:

- **By Syllables:** ap / laud / ing

By Phonics Sounds (Chunking): a - pp - l - aud - i - ng

7. Find an Antonym (Opposite) of the word:

Booing or Hissing (showing you do not like something instead of clapping for it).

8. What is the Part of Speech for the word?

Options:

- A) Noun
- B) Verb
- C) Adjective

Answer: B) Verb (It is an action word. The **-ing** ending shows that the clapping action is happening right now).

4. Comprehension Questions

Here are three questions on the story of Mooky, specifically designed to target high-level reading strategies for 5-6 year olds.

Discussion

1. Prediction Question (Looking Ahead)

"The story ends with Mooky yawning and going back to sleep to dream about her favorite toys. What do you think Mooky will want to do the very minute she wakes up from her nap?"

Teacher Note: This forces the child to use clues from the text (like her love for her cloth fawn and playing gently) to predict her next action.

2. Visualization Question (Movie in the Mind)

"Close your eyes and listen to this sentence: 'It is the bawling and squawking she does, when time to comb her hair.' Can you draw a picture on a sheet of paper or show me with your face what Mooky looks like at that exact moment?"

Teacher Note: This checks if the child can translate sensory vocabulary words (*bawling, squawking*) into a clear mental image of a messy, crying baby.

3. Metacognitive Question (Thinking About Thinking)

"When you were reading the sentence, 'I think she has paws sometimes,' did you stop and think, 'Wait, does a baby actually have animal paws?' How did you figure out what the storyteller really meant?"

Teacher Note: Metacognition is monitoring one's own understanding. This question helps children realize they used clues (like Mooky crawling on the floor) to figure out a tricky, non-literal phrase.

References

- National Reading Panel (2000). *Teaching Children to Read*.
- Walpole, S., & McKenna, M. C. (2017). *Differentiated Reading Instruction: Strategies for the Primary Grades*.
- Knights, L. P. (2023). *The Reading Approach: An Analytical Entrance to Reading*. Caribbean Tutorial Publishing Company.