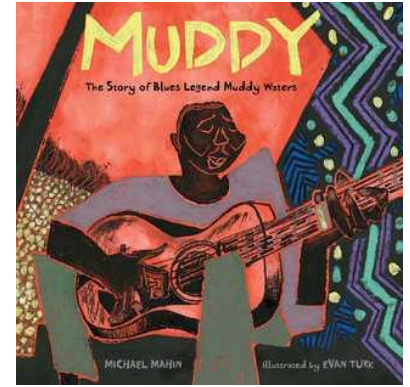


# *Muddy: The Story of Blues Legend Muddy Waters*

Written by Michael Mahin

Illustrated by Evan Turk



Meet the indomitable Muddy Waters, the legendary blues musician who lived life his way and made music to match, music that became the foundation for what would become rock and roll.

## Possible strategies for instruction

### *Comprehension*

- **Use prior knowledge to predict and connect with text.**
  - While students come to the gathering space, play a little bit of a [Muddy Waters](#) song. “The music you heard as you came to our gathering space is a sample of the blues, sung by the man we are going to learn about today. How did you feel when you were listening to that music? What did you notice?”
- **Check for understanding; monitor and self-correct.**
  - P. 37—“One day was on its way.” This page says *One day* four times. The first three times, the author shares big things that were going to happen; the Beatles would shake Muddy’s hand, the president would tap his toes to the music, and the whole world would know Muddy’s name. He didn’t know all those things were in his future, but we can look back and see they were coming, so Michael Mahin says, “One day is on its way.” Don’t you love that!
- **Ask questions throughout the reading process.**
  - P.1 “And then she was gone. Forever.” Oh, no! He lost his mama! Who is going to take care of him! [The author answers this on the next page. “But McKinley did have Grandma Della.”]
  - P. 2 “But the music Muddy really loved, they didn’t play on Sundays.” Aren’t you wondering what music he really loved? I am. [The author answers this on the next page. “What Muddy really loved was fish-fry music. It was shake off the dust and wring out your worries and laugh and cry and feel alive music.”]
- **Infer and support with evidence.**
  - P.2 “She scooped him up and tried to keep him clean and finally just started calling him Muddy.” Oh my, I am inferring that he loves playing in the mud so much, his grandma just changed his name to Muddy. Remember on page one, his mama couldn’t keep him out of it either. She just laughed and called him her muddy baby.
  - P.7 “No child of mind is gonna waste his time with music.” She thought music was a waste of time. She said you can’t eat the blues for breakfast. Maybe she is thinking he needed something that was a “real” job, something that would put food on the table.

- **Analyze how visual elements integrate and contribute to the meaning of text.**
  - The rich color palette and the exquisite art by Evan Turk perfectly complement and enrich the text. Explore how.

### *Accuracy*

- **Flip the sound, and cross-check.**

The following words provide lovely opportunities for cross-checking, then flipping the sound to make these words look right, sound right, and make sense.

- P. 4 *wring*
- P. 14 *burying*
- P. 20 *bustle*
- P. 23 *bebop*
- P. 32 *plow*

### *Fluency*

- **Adjust and apply different reading rates to match text.**

The line breaks and words themselves show us how to read these passages with beautiful phrasing and prosody.

- P. 24 “It was a deep-feeling, gutbucket, gut-aching music full of life and love and trouble and pride. It made people stand up and raise their hands and stomp their feet and laugh and cry and come alive.”
- P. 33 “He called up the sticky heat of a summer night, the power of love, and the need for connection in a world that was so good at pulling people apart.”

### *Expand Vocabulary*

- **Use prior knowledge and context clues.**
  - Select two or three words from the text to focus on. Share how prior knowledge or context clues brings deeper meaning to the text.
    - Possible choices are *juke joints* (p. 13), *sharecropping* (p. 14), *back-busting* (p. 14), *soul-breaking* (p. 14), *chiffon* (p. 23).

***This text can be used with nearly any strategy on the CAFE Menu. The above strategies are a highlighted collection to use as a springboard for further instruction.***