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Mud

Mud is made of soil, rocks and water.
Some mud is dry.
Some mud is gray.
Some mud is brown.
Some mud smells.
Some mud is gooey.

Some mud is heavy.
Mud makes houses.
Mud makes ovens.
Mud makes bricks.
Mud is for playing.
What mud do you have?
Physical Science

PS 1  All living and nonliving things are composed of matter having characteristic properties that distinguish one substance. Students demonstrate an understanding of the characteristic properties of matter.

PS 1.1.1 Distinguish the physical properties of matter.
   PS 1.1.1a Indicate which object in a group has a specific physical property (e.g. size, shape, color, texture, smell, weight)
   PS 1.1.1c Match objects using one physical property (e.g. size, shape, color, texture, smell, weight)
   PS 1.1.1d Compare objects using one physical property (e.g. size, shape, color, texture, smell, weight)
   PS 1.1.1e Sort objects into two groups using one physical property (e.g. size, shape, color, texture, smell, weight)

A Science Investigation includes 4 components:
- Observing/questioning
- Planning
- Conducting
- Analyzing

OBSERVING/QUESTIONING
Ideas on how students may be involved in the observing/questioning component of the science investigation:
- Read a book about mud and have a discussion on types of mud. Students will be told about the insects that will be coming in the classroom.
- Observe mud from inside.
- Students who benefit from picture cards can be cued to the concepts (observe, soil, gooey, dry, gray, brown, smelly)
- Make a prediction about what mud is made from (soil, water, rocks)
- Make predictions about what the mud will feel like.
- Make predictions about how the mud will change overnight.

PLANNING
Ideas on how students may be involved in planning the science investigation:
- Collect and put on the LAB coats.
- Based on predictions, identify the things needed for the experiment (buckets, cups, camera).
- Identify the tools needed to collect the things (scale-if weighing mud; camera).
- Identify the places to look for mud.
- Identify the data chart (tool) needed for the experiment.
CONDUCTING
Ideas on how students may be involved in conducting the science investigation:
- Take a walk after the rain to observe mud outside.
- Use a step process for gathering the materials:
  1. Get a pail and shovel
  2. Go outside
  3. Put rocks and soil in a pail
  4. Go inside
- Making mud:
  5. Put rocks in pail
  6. Add 1 tablespoon of water
  7. Stir
  8. Add 1 cup of soil in the pail
  9. Put 1 tablespoon of water in the pail
  10. Add more water until it is mud
  11. How many tablespoons is needed for mud?

ANALYZING
- Check your predictions
- Summarize using a lab report
- Discuss what you found
- Count how much water is needed to make mud
- Discuss the observations of mud using the data charts.
1. Get a pail and a shovel.

2. Go outside.

3. Put rocks and soil in a pail.

4. Go to the classroom and make mud.
Making Mud

1. Put rocks into pail

2. Put 1 tablespoon of water on rocks.

3. Stir. Mud?

4. Put 1 cup of soil into pail.

5. Put 1 tablespoon of water into pail.

6. Stir. Mud?

7. Put more tablespoons of water until it is mud.
Count how many tablespoons of water to make mud.
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Vocabulary

- pail
- shovel
- soil
- water
- cup
- rocks
- spoon
- camera
- milk
- gooey
- gray
- brown
- smelly
- dry
- wet
- hard
- heavy
- light
My mud was gooey, smelly, and brown.

- gray
- dry
- wet
- hard
- soft
- green
Mud is made from mixing and

I needed ________ tablespoons of water to make mud.