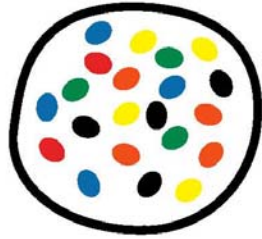


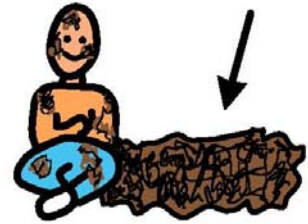
# Physical Science



All

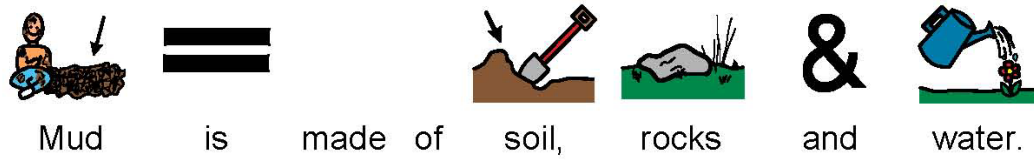


About



Mud







Some



mud



is



dry.



Some



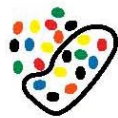
mud



is



gray.



Some



mud



is



brown.



Some

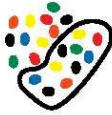





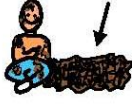
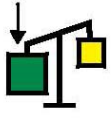
mud



smells.

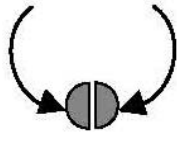


  =   
Some mud is gooey.

  =   
Some mud is heavy.



Mud



makes

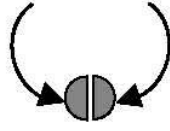


houses.





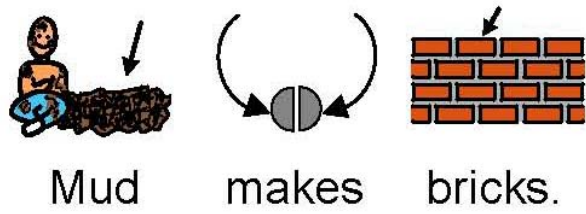
Mud



makes



ovens.





Mud



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:

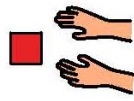
- Take a walk after the rain to observe mud outside.
- Use a step process for gathering the materials:
  1. Get a pail and shovel
  2. Go outside
  3. Put rocks and soil in a pail
  4. Go inside
- Making mud:
  5. Put rocks in pail
  6. Add 1 tablespoon of water
  7. Stir
  8. Add 1 cup of soil in the 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  
1



Get

a



pail

&

and

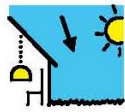


shovel

2  
2



Go



outside

3  
3



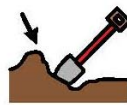
Put



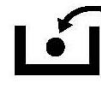
rocks

&

and



soil



in



pail.

4  
4



Go to



classroom

&

and



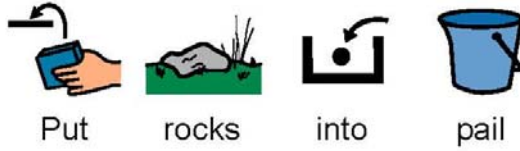
make



mud



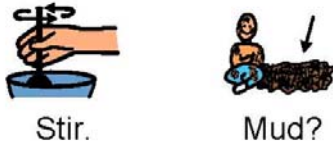
1



2



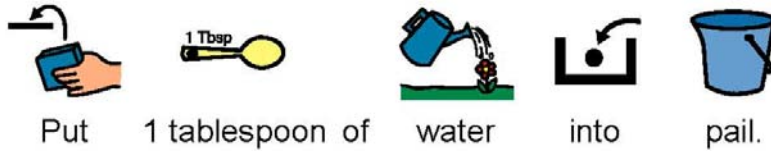
3



4



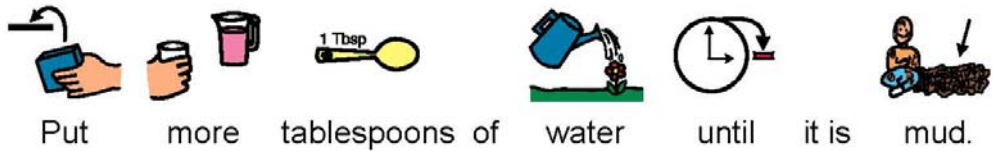
5



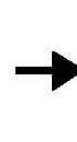
6



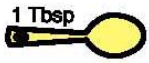
7







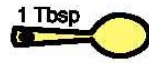
Count how many tablespoons of water to make mud.



tablespoons



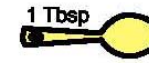
tablespoons



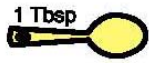
tablespoons



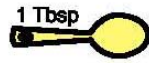
tablespoons



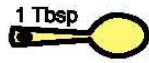
tablespoons



tablespoons



tablespoons



tablespoons



tablespoons

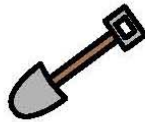


tablespoons

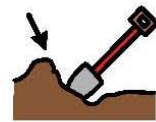
# Vocabulary



pail



shovel



soil



water



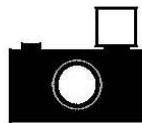
cup



rocks



spoon



camera



milk



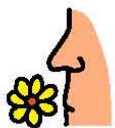
gooey



gray



brown



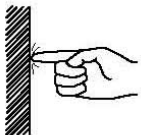
smelly



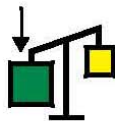
dry



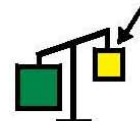
wet



hard



heavy



light





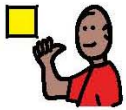
Name \_\_\_\_\_



date \_\_\_\_\_



Science Report



My



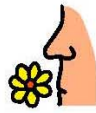
mud



was



gooey



smelly



brown



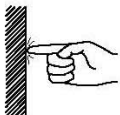
gray



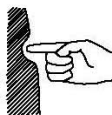
dry



wet



hard



soft



green



Mud

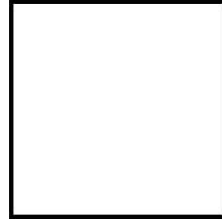


is made

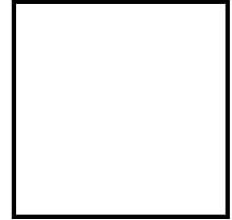
from



mixing



and



I



needed

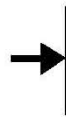
\_\_\_\_\_



tablespoons of



water



to



make



mud.

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