MAKING AND MEASURING MUD

Children will work in teams to mix mud, compare the weight of dirt and mud in various containers, and compare the length of the handprints they make out of mud.

STREAM FOCUS



CORE SKILL OBJ	ECTIVES INTENTI	ONAL TEACHING PRACTICES
	Children will:	Teachers will:
THINK - MATH Measurement Inquiry	 MATH: Measurement (Measure Objects) Compare and Categoriz Observable Phenomena Observe and Describe Observable Phenomena 	 Prompt Children to Compare, Contrast, And Categorize
RELATE Peer Relationships	 Engage in Cooperative F with Peers Collaborate and Work Together with Peers 	 Play Acknowledge Positive Peer Interactions Join in The Play Provide Support During Teamwork

GET READY

MATERIALS

- Dirt (potting soil, if possible)
- Containers of water
- Various sizes of containers and measuring cups
- Pieces of poster board
- Markers

PREPARATION

- Thoughtfully group the class into small teams of three-five children.
- For each group, set out: two tubs, a set of containers/measuring cups, a pitcher of water, a bag of dirt, and a piece of poster board.

TEACHING TIPS



BIG PICTURE

Through the activity, intentionally call the children's attention to the differences in weight and quantity of mud to help children with the measurement skill of making comparisons.

SET THE STAGE

Because children will be completing this activity in small groups, it is best to do this with at least two teachers. Teachers can circulate to support each group, ask questions, and keep them focused.

P-W5A4

EXPLORE

1. INTRODUCE

• Say, "Today we will be scientists and explore what happens when we mix dirt and water. We will also be mathematicians as we compare and measure what we create!"

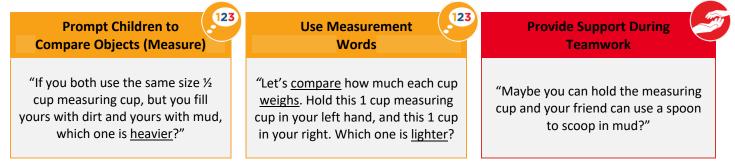
2. CREATE AND INVESTIGATE MUD; CREATE HANDPRINTS

- Invite children to pour some dirt in each tub, but only add water to one of them.
- Encourage children to mix the water and dirt together in their hands. Draw attention to how the dirt is changing.
- Teachers make a handprint on each group's poster board and write their own names underneath.
- Invite children to make handprints one at a time in their groups, either writing their name underneath independently or with support from a teacher.



3. COMPARE WEIGHT OF MUD AND DIRT

Invite children to use containers and measuring cups to scoop up dirt from one tub and mud from the other.



4. REVIEW

- Say, "Today, we worked in teams to make mud, and to see how heavy it was!"
- Prompt children to retell or summarize information. Say, "Tell me more about what you did to make the mud and how you <u>compared</u> and measured weight today."

ADAPT

MORE SUPPORT: As necessary, use peer pairing thoughtfully so children can support one another to manipulate the materials. Peers can model the comparisons for those needing more support.

MORE CHALLENGE: Challenge children to compare the weight of various containers of mud to other objects outside, such as rocks or sticks, by holding one in each hand and describing which one feels heavier. Or have a scale available for children who want to weigh their cups of dirt and mud.