

Strand: Earth/Space Science

Theme: Earth's Crust

Purpose for Reading: To develop an understanding of mud and the many different uses for it.

Comprehension Strategies: Predicting, asking and answering questions, determining importance.

Vocabulary

Dictionary Words: dried mud, homes, mangrove trees, mud bath, tracks, wet mud

Vocabulary Words: bird print, crack, dirt, ear, leaves, mound, nest, patterns, paw print, roots, trunk, water

High-Frequency Words: a, all, are, can, do, for, get, in, is, it, know, little, makes, on, some, take, the, their, them, these, they, too, very, what, when, you

Before Reading

- Read the title and have the students talk about the cover photo.
- Ask the students to share their knowledge about mud. Ask them to predict what they think will be in the book. Write their predictions on a chart.
- Read the title page together and ask the students to add any new information to their prediction chart.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students what might cause the mud to change as it is shown in the photos.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these

pages and say what the boys are doing. *What is the ground like? What has made the ground like it is?* Read and discuss the labels.

- Pages 6–7: Ask the students to look at this photo and describe what they see. *What is the name of the tree? Where does it grow?*
- Pages 8–9: Ask the students to look at this photo and describe what they see. *What are the elephants doing? Where are they doing it?*
- Pages 10–11: Ask the students to look at this photo and answer the following questions: *What sorts of things might have made the prints? What are the prints made in?*
- Pages 12–13: Ask the students to look at this photo and describe what they see. *What is it? How did it end up this way? What would it feel like to touch?*
- Pages 14–15: Ask the students to look at these photos and answer the following questions: *What animals might have made the mounds in the bottom photo? How would they have done it? What are the mounds made out of? What birds made the nest in the top photo? How did they make it? What did they make it out of?*

Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes

instead of pointing, but to point if they get lost or need to check the words they are saying.

- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and share the information they thought was the most important. Prompt them with questions, such as *What things mixed together make wet mud? What are mangrove trees and where do they grow? What do elephants like to do in mud?*
- Talk to the students about their initial predictions. Were they correct?

Vocabulary and Word Recognition

- Have the students find the high-frequency word *these* in the text. Ask the students to suggest sentences containing the word *these*. Write them on the board and invite volunteers to come and fill in the word *these*. Ask the students to write *these* five times independently, checking each time to make sure they are correct. Add *these* to a high-frequency word chart or word wall.
- Tell the students that adding *s* to the end of a word changes it from singular (one) to plural (more than one). Ask the students to find plural words in the text.

Oral Language

- Have the students work in pairs to share the information they found in the text that they thought was the most important.

Writing

- Ask the students to create a word web to show all the information they found out about mud.

Creative Extension Activities

- Ask the students to write a descriptive poem about mud.
- Ask the students to draw a picture of themselves playing in mud. Write a caption underneath.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Match the questions to the answers.

What makes mud?

Makes the
mud dryWhat grows in soft,
wet mud?Termites
and swallowsWhich animals use mud
for their homes?Dirt and
waterWhich animals
take mud baths?Tracks
in mudWhat does the sun
do to mud?Mangrove
treesWhat do animals
leave in mud?

Elephants

Name: _____

Write the missing words in the spaces.

Read the sentences.

soft homes bath wet

These plants grow in _____, _____ mud.

Some animals use mud

to make their _____.

A mud _____ keeps them cool.

Draw an elephant having a mud bath.

