



# Mud, Mud, Mud

by Dot Meharry

## Overview

*Use this book to help children learn how animals use their environments to satisfy their basic needs.*

### Literacy Focus *Word Count: 83 words*

High Frequency Words  
*from, helps, in, is, likes, the*

Content Words  
*mud, pig, frog, enemies, water buffalo, rhinoceros, protect*

Decoding Skills

- **Initial Consonant Blends:**  
*sl, st, fr (sleeps, stands, frog)*
- **Word Endings:** *-s (likes, helps, sleeps, rolls, hides)*

• **Short Vowel Sounds:** *u (mud, bugs, buffalo)*

Print Conventions

- Identifying parts of a book

Comprehension/  
Thinking Skills

- Understanding main idea and supporting details
- Comparing and contrasting

Text Features

- Bold-faced type

Writing/Speaking  
and Listening

- Writing words in context sentences
- Participating in discussions about animals and their needs
- Stating ways that animals use their environments

Observe/Assess

See Oral Reading Records in the Assessment Handbook.

### Science Focus

Content and Skills

- Understanding that animals have basic needs
- Understanding how animals use elements of their environments for protection
- Comparing and contrasting how animals use their environments

Background Information

Animals have basic needs for food and shelter. They need protection from harsh weather conditions and predators and seek relief from the irritation of insects and parasites. Animals have learned to use their environments to satisfy their requirements for survival and comfort. This book shows how animals use mud.

Correlation to  
National Standards

**Life Science**

- Characteristics of Organisms
- Organisms and Environments

*See Standards Chart on page 204.*

## Literacy Focus

### Set the Scene

Discuss what mud is and what it is made of. Ask:

*Can mud be useful in any way?*

*How do animals use mud?*

Invite children to share what they know about pigs, frogs, water buffalo, and rhinoceroses. How would these animals use mud?

### Read and Discuss

#### *Cover and Title Page*

Have children point out the title and author's name. Talk about what an author does and what the title tells about the book.

#### *Pages 2–11*

Focus on the repeating lines in the text: *A pig likes mud. A frog likes mud*, and so on. Compare and contrast how the mud protects each animal.

#### *Page 12*

Children may not be familiar with this bird. Explain that it is a swallow. A swallow uses mud to build a strong nest.

Help children verbalize the main idea of the book: Animals use mud to protect themselves in different ways.

### Respond

- Use the blends *fr*, *sl*, *st* to make words. Refer to the book for examples and then add additional words.

<input type="radio"/> fr	<input type="radio"/> sl	<input type="radio"/> st
frog	sleeps	stands
free	slap	stop
frame	slot	steep

- Look for words with the short *u* vowel sound in the text. (*mud*, *bugs*, *buffalo*)



#### **Word Endings**

**Activity Master, page 108**

Show children how adding an *-s* changes the words *sleep*, *like*, *roll*, and *stand*. Then have children complete the Activity Master, page 108.



#### **Meeting Individual Needs**

For specific teaching strategies for meeting individual needs, see pages 198–203.

## Science Focus

### Science Concept

Living things use their environments to meet their basic needs.

### Activities



#### **Uses for Mud**

**Activity Master, page 109**

Compare and contrast the reasons why the animals use mud. Then have children complete the Activity Master, page 109.

#### ***They Love Mud***

List any other animals children may think of that use mud for survival. Draw the animals and label them.

#### ***Mud Pies***

Make mud using soil and water. Allow children to examine the properties of mud. Encourage them to spread mud and watch it dry. Record each stage and discuss why it would be useful to the animals.

#### ***Not by Mud Alone***

Help students to do research to find one more thing each animal might need; for example, *A pig needs mud and food. A frog needs mud and insects to eat.* Record the information on a chart.

Name \_\_\_\_\_

**M u d , M u d , M u d**

Use a word from the Word Bank to complete each sentence.

**Word Bank**

likes

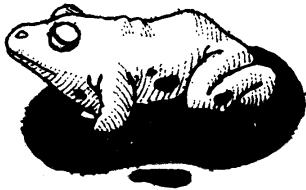
sleeps

stands

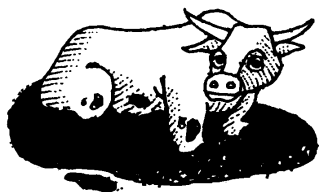
rolls



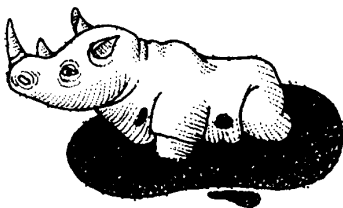
A pig r\_\_\_\_\_ in the mud.



A frog sl\_\_\_\_\_ in the mud.



A water buffalo st\_\_\_\_\_ in the mud.



A rhinoceros l\_\_\_\_\_ mud.

Name \_\_\_\_\_

**M u d , M u d , M u d**

Tell how each animal uses mud.

**How Mud Is Used**

Pig \_\_\_\_\_

\_\_\_\_\_

Frog \_\_\_\_\_

\_\_\_\_\_

Water buffalo \_\_\_\_\_

\_\_\_\_\_

Rhinoceros \_\_\_\_\_

\_\_\_\_\_