

TEACHERS ACTIVITIES



Theme:

Squishy fun is jumping in mud and creating figures from clay.

Topics For Discussion:

Mother, Father, and Brother Pig all join the little Piggy in the mud puddle. Invite students to share situations in which their family did something silly and funny and unexpected.



Before viewing the program, discuss what the students know about the art of animation. Have them think of examples of animated stories they have seen. After viewing the program, compare and contrast clay animation with other types of animation.



Discuss how sometimes our eyes can play tricks on us. Invite students to share experiences in which they thought an object was one thing and it was really something else. Include the topic of "special effects" in film in the discussion. After viewing the program, discuss how the telling of *The Piggy in The Puddle* played tricks on their eyes.

Curriculum Extension Activities:

Cut a piece of brown bulletin board paper into the shape of a puddle. Brainstorm with the students a list of words that describe mud and write them in the puddle. The story has a few ideas to get them started.



Set up a tub of mud (dirt, sand, and water) for some free exploration of the way mud feels, smells, and looks. Encourage students to think of descriptive words. (These can be added to the word chart described above.) Have students make hand and foot prints with the mud on paper. Provide some small plastic containers, such as yogurt or margarine tubs and film canisters, so students can make shapes with the mud. Allow these shapes to dry and pose the question: Does mud feel, smell, and look the same when it is dry as it does when it is wet? (Inform parents of this activity so students wear old clothes that day.)

Use the mud hand and/or foot prints for an art activity. Have students draw features and a background for their print. Display their artwork under the heading "Our Mud Creatures."



Brainstorm with students the different ways that people can tell a story in addition to a book, e.g., film, filmstrip, slides, puppets, video, flannel board, overhead projector, etc. Assemble a collection of fiction books about pigs. Working in small cooperative groups, have students select a pig story they would like to tell and a creative way to tell it. Have a variety of materials available for them to use in creating their story characters. Allow each group an opportunity to tell its story.



Have students work with clay, by posing the question, "What can you make with clay?" Before they make clay creations, have them experiment with shaping clay and using different tools, such as a paper clip, a ruler, cookie cutters, plastic cutlery, etc., to see what happens. During this process, have students share the results of their experiments and explain what they did. Conclude the activity by having them make creations of their own choice.



The Piggy in the Puddle provides an excellent opportunity to explore the playfulness of language. As a class, make lists of the rhyming words from the story. Display the lists in the classroom so that students can add to them as they encounter new words. Make another list of words from the story that combine two words and rhyme them (e.g., fuddy-duddy, mooshy-squooshy, oofy-poofy, willy-nilly) or combine two words with a slight change in them (fiddle-faddle, squishy-squashy). These combinations are called "ricochet words," and we use many of them in our speech (e.g., zigzag, yoo-hoo, rolypoly, pitter-patter, itsy bitsy, dillydally, creepy crawly, and others). Display this list in the classroom as well, so that students can add examples to it.



To illustrate how animation works, have students make flip books of one of the pig characters from the story. Demonstrate to the class how to make a series of drawings, each one with a small change of movement. When the pictures are held in one hand and flipped with the thumb of the other hand, the character in the picture seems to move. Use 3 x 5-inch index cards cut in half for the pictures and staple them together after the students have completed their drawings.

People often have misconceptions about pigs. Make a class chart, "What We Know about Pigs." Have students research information about pigs and revise the chart as they learn new facts. Use the chart as part of a student-made display celebrating pigs. Have students locate photographs, pictures, cartoons, poems, expressions ("you're a pig," "in a pig's eye," etc.), stuffed toy pigs, piggy banks, games and anything pig to include in the display. In short, "pig out" on pigs!



Locate some books illustrated by James Marshall and discuss his distinctive cartoon style with students. Explore why his style of art is ideal for animation. Compare the depiction of the pigs in *The Piggy in the Puddle* with pigs in other books by Marshall (*Yummers*, *Yummers Too: The Second Course*, *The Three Little Pigs*).

SUPPLEMENTARY BOOKLIST:

THE GREAT PIG ESCAPE

by Eileen Christelow (Clarion Books)

ABRACADABRA TO ZIGZAG

by Nancy Lecourt, illus. by Barbara Lehman (Lothrop, Lee & Shepard)

PIGERICKS

by Arnold Lobel (HarperCollins)

PIGS APLENTY, PIGS GALORE

by David McPhail (Dutton)

HOG EYE

by Susan Meddaugh (Houghton Mifflin)

PIGS IN THE MUD IN THE MIDDLE OF THE RUD

by Lynn Plourde, illus. by John Schoenherr (Blue Sky/Scholastic)

MUD

by Mary Lyn Ray, illus. by Lauren Stringer (Harcourt Brace)

THE AMAZING BONE
by William Steig (Farrar Straus & Giroux)

PIGS
by Lynn M. Stone (Rourke Enterprises)

THE PIG IN THE POND
by Martin Waddell, illus. by Jill Barton (Candlewick)

PIGGIES
by Don Wood, illus. by Audrey Wood (Harcourt Brace)

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May The Best Mud Win

Key Words: mud, soil, sand, clay, mixing, observations



Concept: Different types of soils have different characteristics.

Not all types of soil make good, gooey mud puddles like the one Piggy found. One way soil scientists group soils is by how much clay, silt, or sand particles they contain. Clay particles are very small, or fine. Silt particles are larger than clay particles. Sand particles are larger and coarser than either clay or silt. Soils containing mostly clay make great smooth, creamy mud puddles. Soils containing mostly sand will make rough, gritty puddles.

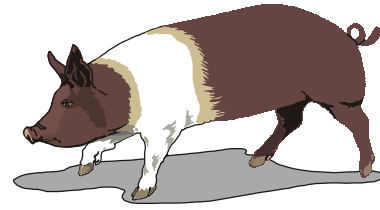
Materials: Powdered clay (available at art and school-supply stores), top soil (available at garden stores), sand (available at large toy stores and many garden stores), plastic cups, spoons, room temperature water, sheets of white paper, craft sticks, chart paper, markers, paper towels.

1. Prepare three types of soils by mixing powdered clay, topsoil, and sand in different amounts. **Sandy soil:** four parts sand to one part clay and one part topsoil. **Clay soil:** four parts clay to one part sand and one part topsoil. **Topsoil:** four parts topsoil to one part sand and one part clay. Place small samples of the soils in separate cups, and label them.
2. Ask students to describe the mud in Piggy's puddle. How do they think the mud looks and feels? (*They might say the mud feels soft, smooth, and slippery and looks shiny.*) Write their responses on a sheet of chart paper. Tell them they will be examining three soil samples to find out which type would make the best mud for Piggy's puddle. Explain that the substances that make up the soil affect the kind of mud that soil makes.
3. Give each group samples of the three soils. Ask them to place a small amount of soil from a sample cup on a sheet of white paper. Have them examine and describe the sample using a craft stick as a probe and a hand lens for a closer look. Write their descriptions of the soil sample on chart paper. Have them return that sample to the cup and examine another sample. After they have examined and described all three soil samples, have them predict which sample will make the best mud when mixed with water.
4. Have students make mud by putting a spoonful of water in each cup and stirring the mixtures with craft sticks. They should continue adding spoonfuls of water until the mixtures are the consistency of pudding. Ask them to count and compare how many spoons of water each cup took. Then have them describe each mud sample and write descriptions of each on the chart paper. Finally have them tell which type of soil they think would make the best mud for Piggy's puddle, and explain why.
5. Have students place a small amount of mud from one of the cups on the back of their hands. Ask them whether the mud feels warm or cool. (*Cool*) Why do they think pigs like lying in mud? (*Pigs are not just attracted to mud because of the way it looks and feels; mud actually helps them stay cool in hot weather. People and other animals perspire to cool down, but pigs perspire very little. To stay cool, they roll in mud; the wet mud conducts heat away from their bodies. The mud also works as a natural sun block to protect pigs from sunburn.*)

Puddle Production

Key Words: mud, soil, water, drainage

Concept: Mud puddles form in places where soil drainage is poor.



Mud puddles often form in the same places. They are found in places where the soil becomes saturated with water often because of poor drainage. Some soil types, such as sandy soils, usually allow water to drain away quickly. But soils that are high in clay or silt drain slowly. Another factor is the compaction of the soil; for example soil on a road may be compacted from cars driving over it, so it will drain slowly. The height and slope of the surrounding land is also a factor.

Materials: A large coffee can with the top and bottom cut off, large watering can, 2" x 4" x 8" piece of wood or other small solid board, hammer, ruler, watch, paper and pencil, schoolyard or other soil covered area.

1. Have students select a soil-covered spot in the schoolyard where they think a puddle will form. Ask them to make a simple map showing the selected location and to write a description of the soil there.

2. Help them push one end of a coffee can down into the soil about an inch. Be sure that the can is completely embedded in the soil so that water will drain down into the soil and not run out from under the can. If necessary have students step back while you place a piece of wood over the can and hammer on the wood to force the can down into the ground.

3. Have students pour several cups of water into the coffee can. They can measure and document how well the soil drains by placing a ruler upright in the can and timing how long it takes for the water level to go down an inch.

4. Help students repeat this process in other locations around the school. (*Areas with different amounts of traffic and soil types will tend to give visibly different results.*) Have them compare the drainage time from each location. In which area did the water drain most slowly? Most quickly?

Or were the results similar? Why might the water have drained more slowly in some areas? (*Because of soil type, compaction, or the height and slope of the surrounding land.*) Have them predict which area might be the most likely to become a mud puddle.

Extension: Have the students look at the sampled locations shortly after a rainstorm. Did any of the locations produce a puddle? Were their predictions correct? Which areas dried most quickly? Were these the areas with good drainage?

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