

## Pictou County Forest School - Primary Lesson Plans

### Physical Science: Sand and Water

**Activity:** Oozy Oozy Mud!! (suggested time 60/70 minutes)

**Overall Curriculum Outcome:** *Learners will investigate sand and water through the senses*

**Specific Curriculum connections:**

- *Properties of Sand and Water*
  - *How are sand and water alike? How are they different?*
  - *How can I use my senses to learn about sand and water?*
  - *How can I tell if sand is a liquid or a solid?*
- *Capacity*
  - *How much water can a container hold compared to another one that looks different?*
- *Absorption*
  - *How can I determine whether a material will absorb or repel water? ▪ How do materials that absorb/repel water compare?*

**Materials:**

- shovels, buckets, funnels, pans, water jugs etc
- We're Going on a Bear Hunt, by Michael Rosen

**Intro/Activation:**

This activity takes an inquiry approach using centres, thus allowing children to explore the various soil media found onsite at PCFS. Depending on the season children can explore the grounds at PCFS and the myriad variety of soils, sands and clays found therein. Adult leaders are deep in the mud with the children, asking questions, supporting the learners' inquiries and requests for different tools or materials. One example below with some possible probing questions or scenarios:

Is your sand wet/moist/dry?	Tracking Box (sand)
Can you pour your sand?	Blown over tree (clay)
Can you make a ball with your sand?	Forest floor (humus)
Can you build a castle with your sand?	Gravel
What does it sound like?	
How big are the particles?	
Which sand is the most fun to play with!??	

**Extensions/further wonderings:**

If time permits, teachers could pose a challenge to see which centre (sand, clay, humus, gravel) can build the tallest tower. This question gets the children really looking critically at their sand media and forces them to ask questions and challenges their prior knowledge or assumptions.