QuickThemes

Ages 5–9

Prim-Ed Publishing

Science –1

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Quick Themes *(Science – 1)*

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Science

Science understanding

- Compare the differences between 'gooey' wet environments and dry environments and the types of adaptations of the plants and animals.
- Compare the texture of different types of soils—river, garden or beach sand; clay; rocky; potting mix.
- Discuss how the sun's rays are a form of energy and can cause severe sunburn with serious 'ooey-gooey' results.
- Push and/or pull objects such as blocks or toy boats through different slimy substances—e.g. water, porridge, mud, laundry detergent—and compare the ease or difficulty with which they move.
- Study the life cycles of animals and plants pupils consider ooey or gooey; e.g. frogs, caterpillars, jellyfish, spiders, Venus flytrap, cactus.
- Match ooey-gooey animals such as minibeasts with their homes/habitats.
- Establish a worm farm at school to 'devour' scraps and make nutrients for the school or class vegetable patch.
- Pupils look at the trail of slime left when a snail moves. What is it? Why do snails have slime? What other animals have slime?

Science inquiry skills

- Choose three different objects and three different substances—e.g. water, porridge, mud—and record in which liquids the objects float or sink.

- Classify familiar substances using a given criterion such as degree of stickiness, how runny it is, how lumpy it is, how slimy it feels or how quickly it pours.
- Pupils find ways to divide slimy items, such as a bowl of jelly, evenly among friends.
- Identify ways in which animals and plants considered to be ooey-gooey might be helpful or harmful to humans; e.g. jellyfish can sting, but a protein they produce helps in the treatment of rheumatoid arthritis.
- Find out about animals, such as snakes, that are sometimes considered slimy but are, in fact, not.
- Investigate moulds and fungi. What are they? How are they different from plants?
- Investigate why our bodies make mucus.
- Have pupils compete in a long running race, then discuss how sweaty/smelly they are. Find out how and why people sweat.
- Create ooey-gooey substances by adding water to soil to create mud. Use to make mud pies or sculptures. Leave in a warm, sunny place and observe what happens.
- Investigate how bread can become mouldy and how milk products and other foods can 'go off'.
- Use available resources to make recycled paper.
- Some things go hard when heated and some things go gooey. Under adult guidance, experiment with heating things that go hard—e.g. biscuits, bread—and things that go soft or melt; e.g. chocolate, cheese. List other things that go soft or hard when heated.

Science as a human endeavour

- Investigate some occupations that involve having to do ooey or gooey tasks; e.g. dentist, doctor, nurse, refuse collector, marine biologist, gardener, veterinarian, coroner.

Design and Technologies

- Design footwear and other helpful aids needed to successfully walk in ooey-gooey mud or quicksand.
- Cut out pictures about pollution from newspapers and magazines to make into a class book. Write a simple explanation under each.
- Use computer software to draw a closed shape to represent an ooey-gooey blob. Colour and compare the area with other pupils 'blobs'.

Humanities and Social Sciences

Geography

- Visit a local wetlands area and observe things such as the flora and fauna that live or visit there and any pollution problems. Find out why the fauna or flora are an important part of the ecosystem.
- Water is a feature of our planet that enables things to be gooey and slimy. Investigate other features of Earth and how they are used by plants and animals.

- Identify differences in eating habits that may be considered impolite in some cultures and acceptable in others. Examples: eating with right hand from personal plate in India, burping to compliment the chef in places such as Sweden and China.
- Identify ooey-gooey animals used as food delicacies in different cultures; e.g. snails, sashimi (thinly-sliced raw fish), oysters.

Economics

- Organise an excursion to visit a recycling plant to see how some 'smelly' resources are managed.

History

- Relate past personal events of encounters with jellyfish, snakes, lizards, spiders and other creatures they consider to be 'ooey-gooey'.

The Arts

Visual arts

- Use playdough or dough made from flour and water to create sculptures of ooey-gooey creatures. Use felt-tipped pens or paint to add features.
- Create finger paint patterns on large sheets of art paper. Ensure pupils experiment with different ways of moving their fingers through the finger paint to create different patterns. When dry, use these to create an ooey-gooey monster by drawing, cutting and adding 'messy' collage materials for features.
- Experiment by mixing primary colours to make secondary colours, then secondary colours to make tertiary colours. Add white and black to make tones and shades. Place a 'blob' of each on a sheet of paper, place another sheet on top and smooth over with hands and fingers. Lift top sheet to reveal a very 'messy' design.
- Add shaving cream to paint and let pupils explore creating artworks with their hands. (Be aware of any pupils with skin problems.)

Music

- Create sound effects with voice; lip, hand and body movements; and musical instruments to make ooey-gooey sounds such as water gurgling down the plughole, squelching in mud, pig grunting noises and clothes being washed in a machine.
- Listen to the songs 'Ooey-gooey' and 'Stinky Feet' by Jim Cosgrove at <http://www.jimcosgrove.com/music.htm>. Learn the songs and make up new words for them.
- List theme-related compound words (real or made up) that rhyme such as 'ooey-gooey', 'icky-sticky', 'messy-dressy', 'sicky-tricky' etc.

Drama

- Mime ooey-gooey tasks; e.g. wiping up a spill on the floor, throwing out contents of a lunch box that has been in a school bag too long, getting bubble gum off the sole of your shoe.
- Use facial and body movements to demonstrate moving through a muddy puddle with bare feet; wading through a slimy swamp; moving like a worm through the dark, rich soil; walking into a spider's web.

Dance

- Six to eight pupils form a 'caterpillar' by lining up one behind the other and placing hands on the hips of the person in front of them. Do a 'caterpillar dance' by copying the leader's movements as they move forward. Accompany movements to fast and slow music.

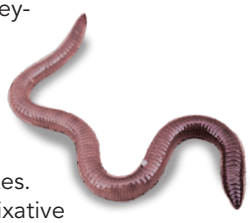
Health and Physical Education

- Discuss reasons why pupils sometimes feel 'ooey' or 'gooey' in their stomachs; e.g. anticipation of an exciting event, something they dread doing, not feeling right about a stranger, feeling ill.
- List ways to stop ooey-gooey germs from spreading sickness and disease; e.g. throwing used tissues in bin, washing hands.
- Pupils write an 'ooey-gooey' recipe for a sweet or savoury concoction using a variety of readily-available resources in the pantry or fridge at home; e.g. a mayonnaise and tomato sauce milkshake; a strawberry and courgette yoghurt. Note: Do not encourage pupils to actually make recipes and waste food.
- Discuss head lice, how unpleasant they are and the best way to avoid getting them.
- Discuss how eating foods with mould on them can make us sick. Learn ways to be healthy by checking foods before buying them and not eating food with mould on it (including not cutting off the mouldy part and eating the rest of the food).

Mathematics

Number and Algebra

- Write cardinal or ordinal numbers or words, or simple number problems (+, –, x) on a variety of ocean or freshwater animal shapes. Attach a paperclip and place in a 'pond' or 'ocean'. Catch the animals with a magnet attached to a length of string and solve the activity on each.
- Count the number of worms found in a shovelful of soil dug from a moist area of the school garden.
- Paint and decorate number shapes using 'ooey-gooey' textures such as rice, coconut, sand, grass clippings, cake sprinkles or dried parsley flakes. Spray with craft fixative and, when dry, feel the 'ooey-gooey' texture with fingertips.



- Use outlines of an ooey-gooey creature, such as a caterpillar or toad, on a whiteboard or a worksheet. Write incomplete number patterns in sections of the outlines. Using concrete materials, pupils complete the patterns individually or in groups.
- Observe and discuss the patterns on minibeasts in real-life pictures.

Statistics and Probability

- Pupils relate the substance or animal which they consider the most 'ooey-gooey'. Tally responses and record on a simple graph or table.
- Using words such as 'impossible', 'possible', 'certain', 'likely' or 'unlikely', pupils state the possibility of specific events happening related to the theme. Examples: being devoured by slime, drowning in quicksand, bouncing like 'flubber', meeting a 'blubber monster', turning into a blob of goo, drinking a chocolate milkshake.

Measurement and Geometry

- Pupils pour same amounts of different substances such as cordial, milk, yoghurt, fizzy drink and mud and measure how far each spreads.
- Measure and mix quantities of liquids to make an 'ooey-gooey' thickshake.
- Use string to measure snail trails found around the school. Compare strings to see which trails were the longest and shortest.
- Write the name of one gooey creature. Then draw or write two things bigger and two things smaller than that creature.
- Use simple geometric shapes to make pictures of spiders, dragonflies, centipedes, worms, slugs, flies etc.

English

Language

- Listen to various sounds that might make pupils feel 'ooey' or 'gooey' and see if they can guess what they are and the images the sounds conjure up. Examples could include chalk on the blackboard, air escaping from a balloon or a ghost-like scream.
- Play a game where pupils progressively add gooey items to a verbal shopping list; e.g Pupil 1 says, 'I went to the shop and I bought some porridge'. Pupil 2 says, 'I went to the shop and I bought some porridge and some jelly', and so on.
- Brainstorm a list of words related to the theme to write on cards and stick onto a large sheet of paper with a background of brown 'mud'. Examples: slimy, muddy, wet, sticky, creepy, stretchy, smelly, gluey, scaly, scary.

Literature

- Listen to stories involving real or imaginary 'ooey-gooey' creatures such as worms, slugs, millipedes or jellyfish. Explain why they can be described in this way.
- Read and solve 'What am I?' puzzles about ooey-gooey creatures.
- Read and view illustrated texts about jellyfish, squid, toads, rats, cockroaches and other gooey creatures.

Literacy

- Pupils write a report on an ooey-gooey creature of their choice.
- Pupils write a narrative about the time a big, talking blob of 'goop' landed in their backyards. Where did it come from? What did it want?

Ooey-gooey science

The fascination of ooey-gooey stuff

by Geraldine Phillips

Children love messy stuff. Babies enjoying their first attempts at feeding themselves, and children enjoying the simple pleasures of mess when playing in wet sand and muddy puddles, modelling with playdough and throwing slime are just a few examples of the dirty side of science.

Ooey-gooey in nature

- Slime is an essential component of life for many animals.
- Slimy mucus in saliva helps animals swallow food, easing its way down the oesophagus into the stomach.
- Slugs and snails, which are both gastropods, move on their stomach. The 'foot' oozes slimy mucus which allows them to slide easily across any surface.
- Special cells in the skin of the earthworm produce mucus, helping it to tunnel its way through soil.
- The eggs of most amphibians are protected in a cocoon of slime which protects them from environmental conditions and predators.
- Fish are coated in a protective layer of mucus which keeps out pathogenic organisms. This fishy slime also helps the fish slide through the water.
- Slime on damp logs and leaf litter is produced by moulds which spread across damp surfaces, consuming microscopic bacteria as they go.
- Discuss and research other examples of 'slime in nature' and create a display.

The science of ooey-gooey stuff

There are three states of matter which apply to all substances:

- solid, which is rigid and retains its shape
- liquid, which is fluid with a definite volume and takes the shape of its container
- gas, which fills a space so its volume is the same as that of its container.

The state of matter is determined by temperature. Every substance has a freezing point, the temperature at which it becomes a solid, and a boiling point, the temperature at which it becomes gas. The state of matter of a substance is generally given as the state in which it exists at ambient air temperature. For example, water is a liquid that freezes to become a solid (ice) at 0 °C and expands to become a gas (steam) at 100 °C.

Some substances demonstrate the properties of both liquid and solid. These are commonly known as semi-solids. Slimy, ooey-gooey, messy stuff is a semi-solid.

Change in temperature creates a reversible change in a substance such as water; i.e. ice – water – steam – water – ice. Some changes, however, are irreversible. These changes can occur when different substances are mixed together and cannot be separated after mixing or after heating. Slimy, ooey-gooey, messy stuff can be made by mixing different ingredients and incorporating an irreversible change.

Ooey-gooey investigations

There are many different experiences with ooey-gooey stuff that can be utilised to teach children the basics of chemistry without any frightening words or intimidating explanations. These include working with food and art and craft materials.

It is important to note that, no matter the experiment (simple or complex), you should always consider safety first. Always ensure that pupils wash their hands thoroughly before and after handling shop-bought or homemade products. At no time should any be ingested. Make sure pupils wear protective clothing, and clean up spills that happen as they may stain and spoil fabric.

An example of an ooey-gooey investigation:

1. Bring in some examples of shop-bought playdough and slime that the pupils will recognise. Compare and contrast their physical properties. What do they look and feel like? Is it a pleasant, fun or 'gross' experience? Can they be squeezed, stretched, rolled, flattened or poured? What happens to their shape when they are dropped from a height of 10 cm, 20 cm, 50 cm or 1 m? Can they be moulded into shapes? Do they maintain these shapes?

2. Make your own playdough and slime.

3. Discuss the steps taken to make each product. Compare and contrast the physical properties of the ingredients and the finished products. What changes have taken place? Are they reversible or irreversible? Discuss what might happen if the ingredient quantities are altered. Test these theories.

4. Conduct fair tests to compare the physical properties of shop-bought and homemade playdough and slime. Consider such pertinent questions as: How far can a ball of clay fall without losing its shape? Does a cup of slime spread further if dropped from a high or low height? Does shop-bought slime make better noises than homemade slime? Is shop-bought playdough easier to mould than the homemade product? Present the results in a table. Discuss and formulate a conclusion based on the results.

5. Playdough and slime can be made from ingredients found in the home. What other ooey-gooey delights lurk in the pantry or fridge? Brainstorm to make a list of semi-solid foods; for example: eggs, porridge, custard, rice pudding, peanut butter, chocolate spread. Can they be categorised in any way? Eggs and bananas are natural products contained within their own 'wrappers'. Oats and rice grains soften and swell in hot milk. Peanut butter and chocolate spread are easier to spread when in warmer weather.

6. Compare and contrast some semi-solid foods. How are they prepared? What ingredients are required? Is heating or cooling required? What changes in state occur? Are these changes reversible or irreversible?

7. Make lists of ooey-gooey foods that can be eaten for breakfast, lunch and dinner and create an illustrated 'ooey-gooey menu' for each meal.

8. Having studied various properties of different foods, focus on a single one and analyse its properties under different conditions. Start with the basic ingredients and the method required to make the finished product. Discuss each step of the procedure and changes in state and conditions. Popular examples to use are toffee, marshmallows, meringue, sponge cake, biscuits and jelly. Discuss what might happen if the ingredient quantities are altered. Test these theories.

Recording procedure, results and conclusion

With any science investigation, it is important to record the procedure, results and conclusion. But each pupil does not have to record the whole process for every investigation. The class can be divided into groups with each one focusing on a different aspect so that, as a whole, a full account of the investigation is presented. A wall display of the investigation can be used as a resource throughout the project. Charts, graphs, keywords and visual images demonstrate the different ways in which information can be presented.

A science investigation also provides an opportunity to introduce different mathematics concepts, including measurement of quantities and mass. Discuss the concepts of half and full (whole), and having pupils fill a cup so it is 'full' and 'half full'.

Ooey-gooey you!

How far you go with this subject is up to you as there are many interesting ways to expand the theme. For example, the human body offers many examples of ooey-gooey delights that pupils will familiar with. These include ear, nose and throat mucus, slime that can develop on the tongue, dental plaque, pus from infected sores and pierced ears … the list is endless!

Ooey-gooey art

Experimenting with art with an ooey-gooey theme doesn't have to mean making a big mess. Try these five ideas using different media to create wonderfully textured art and craft masterpieces that don't require big clean ups.

1. Pigs in the mud

You will need:
white A4 art or cartridge paper; glue; scissors; pink paper or thin card; three different-sized circle templates: the first roughly 2 cm in diameter, the next 7 cm in diameter and the final 10 cm in diameter (or pre-cut circles for younger pupils); black marker pen; shaving cream; brown paint; paintbrushes; craft sticks

What to do:
- Introduce the topic of pigs and mud with a book such as *Peppa Pig: Squidgy mud*. Discuss where pigs live and why they like playing in mud.
- Using the templates, pupils trace and cut three pink circles, then glue them together from largest to smallest to make a pig. Add nostrils, ears and eyes with a marker. Glue the pigs onto the middle of a piece of A4 card.
- Add brown paint to shaving cream and mix well. Pupils paint around the pigs, applying the paint thickly.
- If desired, glue craft sticks around the painting to represent the fence of the pig pen.

2. Spinning art

Adult assistance will be needed!

You will need:
cardboard box with high sides, nail, cork or small wood block, hammer, newspaper, scissors, white art paper, watered-down paint or Edicol™ dye, cardboard for mounting (optional)

What to do:
- Push the nail carefully down through the middle of the box's base until it appears at the top. Push a cork onto the nail. (A small wood block may be used instead of a cork.)
- Cover the work area with newspaper. Place a sheet of paper which has been cut to fit the box inside it.
- Tape the paper inside the box to secure in place.
- Place blobs of slightly-watered down paint over the paper.
- Hold the cork (or wood block) and spin the box. The paint will fly over the paper towards the sides to create a spinning design.
- Untape picture and remove from box. Allow to dry. Mount on cardboard to display.

3. Swirling ink picture

You will need:
newspaper; craft stick or paintbrush; Indian ink; white art paper; scissors; sink or large, deep baking pan; eye-dropper; cardboard to mount (optional); black crayon (optional)

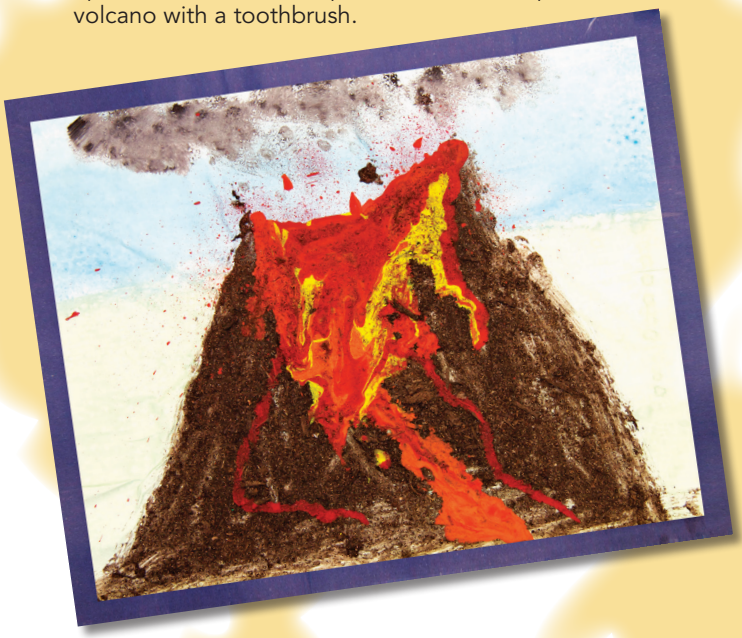
What to do:
- Pour warm water into sink or baking pan to a level of about 2.5 cm.
- Using craft stick or paintbrush, begin to swirl water around. While it is swirling, release two drops of Indian ink into the water.
- Carefully and quickly place sheet of paper on top of water for about three seconds. Lift out carefully. The paper will curl.
- Carefully turn sheet over and place, ink side up, on newspaper to dry.
- Display mounted on a contrasting brightly-coloured background or swirling crayon-created background.

NOTE: To repeat, sink or container must be cleaned first. This activity is also effective using marbling ink.

4. Oozing volcanoes

You will need:
sand or soil; PVA glue; water; containers to mix the sand, glue and water; paintbrushes; red, yellow and orange acrylic paints; plastic spoons; A3 art or cartridge paper; toothbrushes or other brushes for spatter painting

What to do:
- Read about and discuss volcanoes. Describe what lava looks like as it runs down the side of a volcano.
- Mix the PVA glue, sand or soil and water until you have a sloppy, gooey mixture.
- Draw an outline of a volcano on the art paper. Paint the volcano with the sandy paint. Dry sand can be added to the finished (but still wet) paint.
- When dry, drop spoonfuls of red, yellow and orange paint onto the top of the volcano (the paints can be diluted slightly to make them run easier), and hold the paper up so the paint runs down the volcano.
- Spatter red and orange paint around the top of the volcano with a toothbrush.



5. Not-so-slimy worm

You will need:
felt in a variety of 'earthy' colours, large sewing needle, thread (cut into approximately 60 cm lengths), elongated B-shaped cardboard template, scissors, pillow filling (or whatever is available to fill the worm), plastic googly eyes, glue, black marker

What to do:
- Show the pupils some pictures of worms. Draw their attention to how the bodies are made up of parts called segments.
- Using the template, pupils trace a 'B' shape onto two (different coloured) pieces of felt with a marker pen, then cut them out.
- Demonstrate sewing over the edge of the felt. Sew the two straight edges of the segments together first, then fold to make a cylinder shape and continue sewing around the body. Leave a gap of about 5 cm long unstitched.
- Turn the worm inside out if desired and fill with pillow filling, cotton wool or scrunched-up tissue paper. Sew the opening closed.
- Glue on eyes and draw other features (such as a mouth) with the marker pen.

Use these two projects in conjunction with a science unit about 'Moving' or 'Energy and change'.

Magic hands

Warning: This activity involves using a hot oven. Wear oven gloves and take extra care with the hot tray and sand. Young children must have adult assistance and supervision.

You will need:
fine beach sand (the finer the better), baking tray, oven gloves, aluminium foil, oven, Scotchguard™ spray (with cleaning products in supermarkets and department stores), glass bowl, funnel, water

What to do:

Cover the inside of the baking tray with foil. This will protect it against damage from the sand. If it is an old baking tray, you might not need to do this. Ask permission from an adult just in case.

Sprinkle enough sand in the bottom of the tray to cover it completely. The sand should be no more than half a centimetre deep.

Place the tray into a 100 °C oven for about 30 minutes. If your oven is fan-forced, set the fan to high. If the sand looks slightly moist, leave it in there for an hour. This will dry the sand completely and make it easier for the Scotchguard™ to stick.

Wearing oven gloves, remove the tray and take it outside. Coat the entire surface of the sand with a spray of Scotchguard™. Shake the tray back and forth—be extra careful not to spill hot sand—to expose underlying sand, and repeat. Leave for 30 minutes to dry, then repeat. Ideally the sand should receive at least four coats.

Once it is dry, pour the sand into a container.

Fill a bowl with water, and use the funnel to pour the sand into it. What does it look like? What shapes can you make using your sand?

What's happening?

Scotchguard™ is the commercial name for a chemical commonly used on fabrics to protect them from stains. It is hydrophobic, which literally means 'scared of water'. In chemical terms, it means it will not dissolve in water. Liquids made from fat are also hydrophobic, preferring to cling together in tiny blobs rather than be pulled apart by the water molecules. Scotchguard™ is also 'inert', meaning it will not react with many other chemicals, making it perfect for protecting your favourite couch against nasty spills. Sand is made mostly from the element silicon, which water happily grabs onto. Normally when grains of sand are poured into water, they spread out as water molecules cling to the surface of each grain. Water can also seep deep into a layer of sand and create a suspension. Quicksand is a very watery suspension made of sand which looks deceivingly solid.

Our magic sand acts like a fat—the sand grains prefer to cling to one another as water is repelled from their surfaces. This allows the sand to form clumps rather than dissolve out evenly through the water. The silvery shine you might see in the clumps of sand is air between the grains, trapped as bubbles by the water's surface tension.

Applications

A number of hydrophobic chemicals have been used throughout history to make various materials waterproof. The hulls of ships were once coated in a layer of pitch – a sticky, thick goo made from oil. Leather was also once coated in oil to form a protective garment. Linseed oil is commonly applied to wooden panels which are exposed to the elements.

Even life itself might not have evolved into what we see today if not for the hydrophobic properties of fat. Every cell in your body is wrapped in a 'lipid' membrane made from two layers of fat molecules. This acts like a gate keeping the watery insides of the cell on one side and the external environment on the other. Protein gates can then control what comes in and out.

Additional gooey recipes

Silly slime

Place one cup of cornflour in a bowl and add one cup of water. Using your hands, mix until smooth. Add extra cup of cornflour if desired to change the consistency and texture of the mixture. Add food colouring or paint. Store in sealed container when not being stretched into weird and wonderful shapes.

Playdough

In a mixing bowl, combine two cups of plain flour, four tablespoons of 'cream of tartar', two tablespoons of cooking oil, one cup of salt, two cups of boiling water (safety first!), and a few drops of food colouring. Knead on a flat surface until it reaches the correct consistency.

DISPLAY IDEAS

- Glue short lengths of rope in random shapes to blocks of wood. Allow to dry. Pupils dip the blocks into ooey-gooey paint and make repeated patterns on long rectangular sheets of paper. Display and discuss the patterns.
- Collect pictures or photographs related to the theme or ask pupils to draw their own. Items/Events can be living or non-living. Pupils choose one or more to write about and explain why it makes them feel 'ooey-gooey'. Display texts and photographs.
- Display illustrated acrostic or shape poems about ooey-gooey creatures.
- Survey the class to list 10 of the most common ooey-gooey creatures or substances. Pupils then vote for one item on the list. Create a pictograph or bar graph to display the results.
- Make a class list of 'ooey-gooey' critters such as slugs, snails, millipedes, bed bugs, worms, leeches, cockroaches, toads, lice and others of interest. As a class, begin a large KWL chart by offering suggestions in the 'What I know' section about selected critters, followed by 'What I want to know'. After finding out information for the 'What I learned' section, pupils create each critter using art and craft skills and techniques. Complete the KWL chart and display, surrounded by the created critters. Ensure that some 'crawl' over blank spaces of the chart.
- Write the text 'We're not ooey-gooey when we do our science!' in decorative or large print to form a sign. As a class, list rules for working and cleaning up after science and other messy activities. Write onto a large sheet of cardboard to display beneath the sign. Add 'blobs' of paint to represent mess and put a large black cross through them to show this is NOT what will happen when the rules are followed.
- Write the title 'Ooey-gooey words' at the top of a large sheet of card in large print. List commonly-used groups of rhyming words or those which pupils may have difficulty spelling or will use during writing activities; for example: should/could/would; where/there; here/hear.
- As a class, make a large list of 'messy' (ooey-gooey) art and craft or science activities which the pupils would like to do. Use one side of a large sheet of cardboard. Rate them in terms of messiness. On the other side, list suggestions for ways to work towards being allowed to do each activity. Suggestions: everyone gets no errors in spelling in the weekly spelling test; everyone keeps their bags tidy all week, the lunchtime eating space is kept clean all week. Less messy activities would require 'less effort' to achieve. The class tries to be rewarded with one 'messy' activity each week or fortnight.
- Take photographs of the pupils completing ooey-gooey science, mathematics or art and craft activities. Ask pupils to write a text explaining how they felt doing the activities. Publish the texts using a simple computer program and display with each pupil's photograph. Title the display 'We love being ooey-gooey learners!'
- Create a large procedural framework for display, including the following information:

  – a procedure tells how something is made or done

  – it includes a title, goal (purpose), materials, steps and a test

  – the title could be 'An ooey-gooey procedure has ...'.

  Use it as a reference for writing about science, mathematics or other procedures.

- Hold an 'ooey-gooey' week in class. Ask pupils to write and publish a story about anything they consider to be 'ooey-gooey' — a living creature, an experiment they completed which was 'messy', a vegetable they have to eat which they don't like, a spooky movie, a plant or fungus such as moss or algae they saw which was ooey-gooey or something they felt which was slimy (such as seaweed). Paint or draw an illustration to match and display together with the title 'What is ooey-gooey to you?'
- Brainstorm a list of words related to the theme to write on cards and stick onto an ooey-gooey background of (drawn or painted) spilt milk, brown mud, sticky honey, paint splashes or a combination of these; examples: slimy, muddy, wet, sticky, creepy, stretchy, smelly, gluey, scaly, scary, gross, messy.
- Paint an undersea habitat and a terrestrial habitat on large sheets of butcher's paper. Pupils draw and colour gooey creatures and attach them to the correct habitat.

Making messy mud pies

1. Write the words missing from the poem.

Playing in mud is messy. That's true!

But when they're little, it's something kids _____.

They push and shape it into pies.

They make them big, small or any _____.

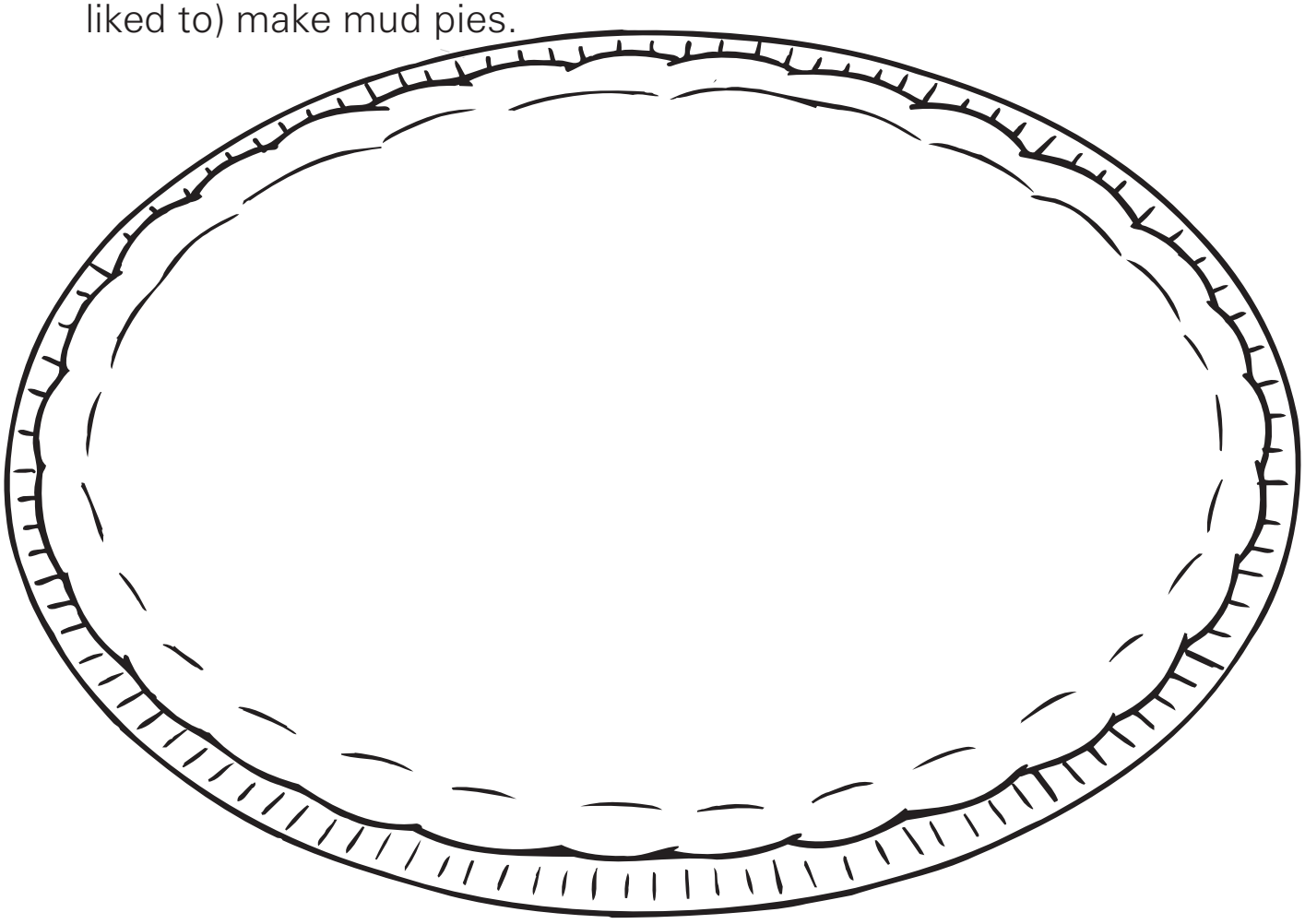
They decorate them with flowers and leaves.

It's really easy. They can use what they _____.

Parents are happy if kids play outside.

But they really don't like it when they EAT their mud _____!

2. Use the pie shape to describe how you used to (or would have liked to) make mud pies.



Objective: Completes words for a poem about playing in mud and describes an experience of making mud pies.

A procedure for making great sandcastles

1. Use a dictionary to find out the meanings of the words highlighted.
2. Read the procedure.
3. Draw the pictures as listed.

Title:
Making sandcastles

Materials:
plastic containers of various sizes, sand, spade, water, tools for carving and shaping, decorations (shells, seaweed, stones or whatever appeals to the builder)

Step 1
Make a strong **foundation**. Shovel sand into large pile. Make **crater** in middle and fill with water. Pack down to make firm. Repeat until strong, wide, flat platform is formed.

Step 2
Fill largest container with wet sand and pack down firmly to remove air bubbles. Place upside down on foundation. Press down hard! Repeat until first **layer** is formed.

Step 3
Fill and stack next largest container on first layer in same way. Repeat layers until smallest container is used or until castle is correct height.

Step 4
Use tools to add doors, windows, **turrets**, **battlements** and stairs.

Step 5
Use decorations to complete castle.

Test: Stand back and admire your **creation**.

Step 1

Step 2

Step 3

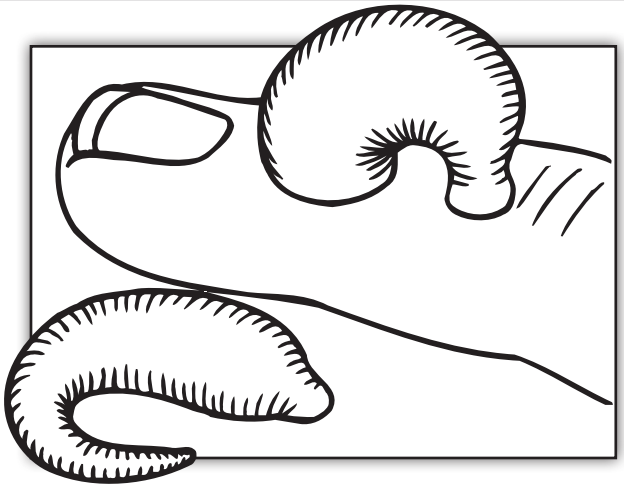
Step 4

Step 5

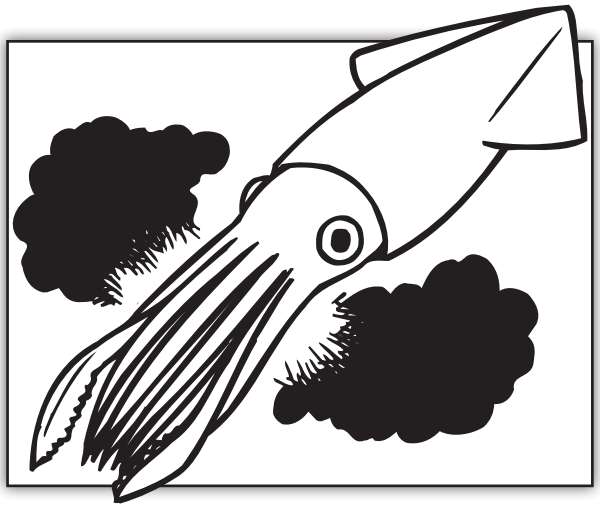
Objective: Reads and completes information about making sandcastles.

Ooey-gooey creatures

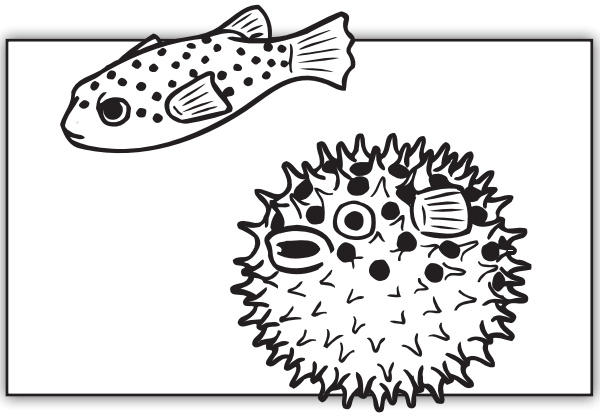
- Read about these ooey-gooey creatures.
- Colour the pictures.



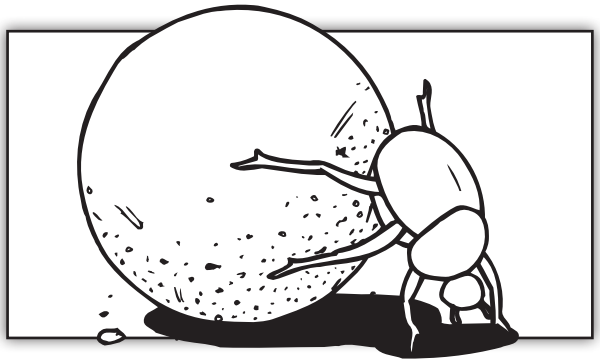
A **leech** is a type of worm. They are black or brown. Many kinds of leeches suck human or animal blood. They bite by using their three mouths and hundreds of tiny teeth. Leeches grow larger as they fill up with blood. Then they just drop off!



Squid are not fish. They are molluscs. Squid can change the colour of their skin to blend in with their surroundings. Squid squirt out a cloud of dark ink if they think they are about to be caught. Watch out if you catch one!



A **pufferfish** is also known as a blowfish. They can be a variety of colours. Pufferfish blow themselves up with water and air into a ball shape. This helps to stop them from being eaten. If one is caught, the animal who tries to eat it tastes a foul substance. This is poisonous to humans.

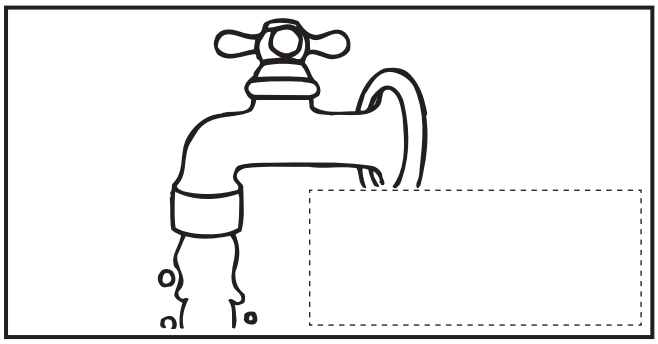


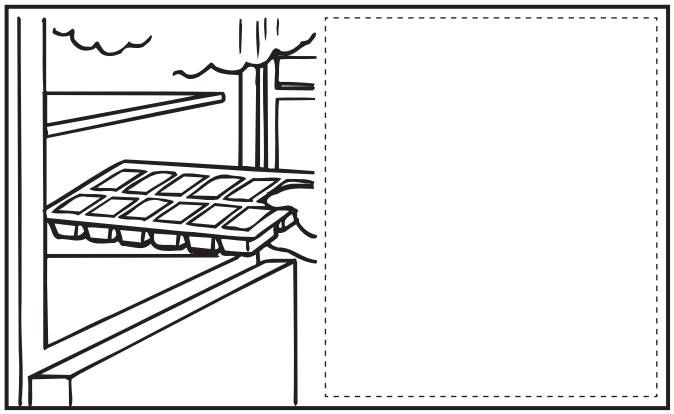
A **dung beetle** eats dung, which is animal poo! They are usually dark-coloured. Some dung beetles ride on the backs of animals. When the animal poos, the dung beetle simply jumps off to eat its dinner! Some roll bits of dung into balls and bury it for later. Others tunnel under dung or live in it.

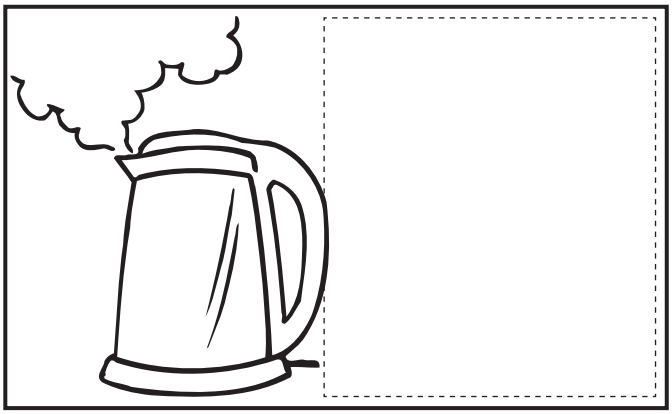
Objective: Reads and comprehends facts about a variety of 'ooey-gooey' creatures.

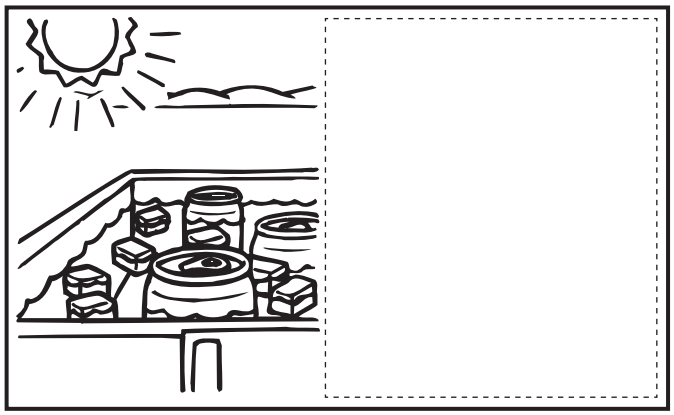
Wonderful water

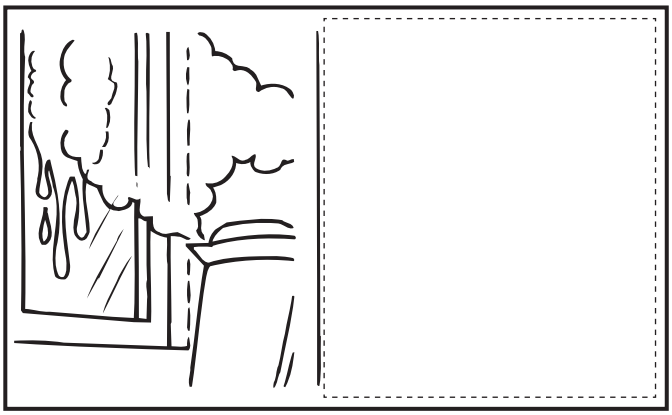
Cut out the sentences and glue each next to its matching picture.











When ice is left in the sun, it becomes warm and changes back into liquid.

When water is boiled in a kettle, it becomes very hot and turns into steam. Steam is a gas.

When water is put in the freezer, it becomes very cold and turns to ice. Ice is a solid.

When steam moves near a window, it cools and changes back into liquid.

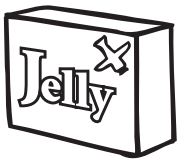
Water from a tap is a liquid.

Objective: Reads texts about the properties of water and matches each to its correct illustration.

Magical water

Things disappear when they dissolve in water—it's magic!

- *Put one spoonful of each in a different jar. Half fill the jars with water.*
  Watch what happens, then stir.
- *Your teacher will help you to do the same with warm water.*
- *Talk about what happened each time.*
- *Add a ✓ if it dissolves.*
- *Add a ✗ if it does not dissolve.*

	Cold water	Warm water
Jelly cubes 		
Dried herbs 		
Salt 		
Coffee 		
Yeast 		
Spice 		
Flour 		

Additional activity: Investigate what happens when more of each substance is added.

Objective: Follows procedure, observes and records results.

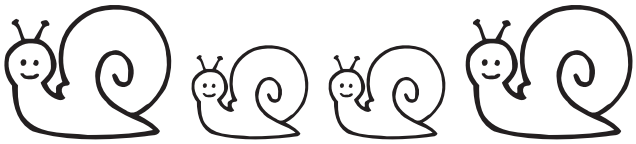
Ooey-gooey patterns

1. Continue the patterns. Colour the pictures.

(a) 

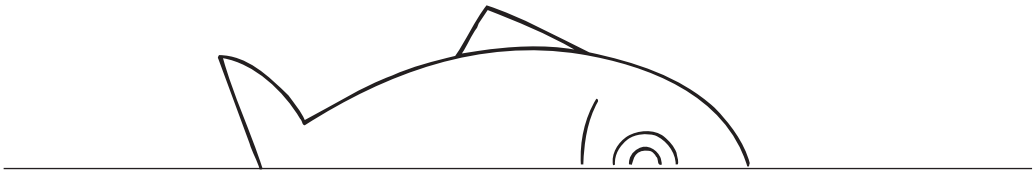
(b) 

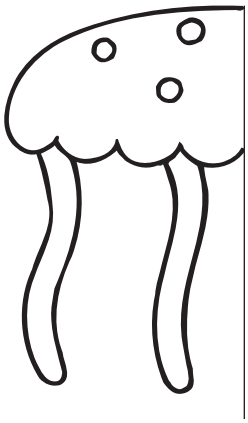
(c) 

(d) 

(e) 

2. Complete the shapes. Make both sides the same.

(a) 

(b) 

Objective 1: Continues a series of varying patterns.
Objective 2: Completes a picture to make it symmetrical.

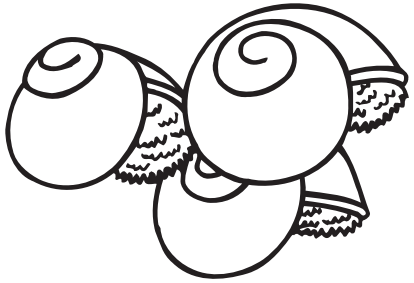
Objective: Evaluates different foods and follows instructions to make a booklet.

Instructions: Cut along all dotted lines. Fold across middle so pictures show. Open. Repeat across other middle line. Open. Fold both ends in so pictures don't show. Open. Grasp 2 and 3 in one hand and 6 and 7 in the other. Pull up and out to make an eight page booklet.

Ooey-gooey food

I think snails are

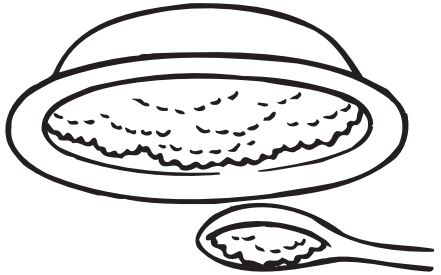
_____.



1. Some people cook and eat snails.

I think porridge is

_____.



2. Porridge is for breakfast.

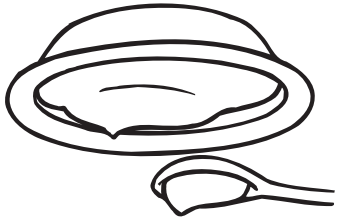
I think caviar is

_____.

3. Caviar is fish eggs.

I think custard is

_____.



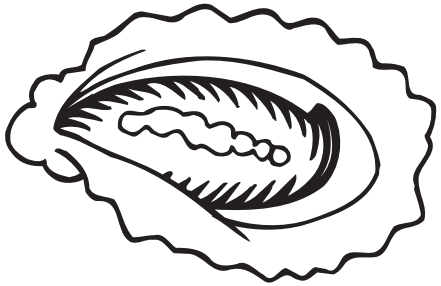
4. Custard is yellow and it is made from milk.

5. Jelly is slippery and it wobbles.

I think jelly is

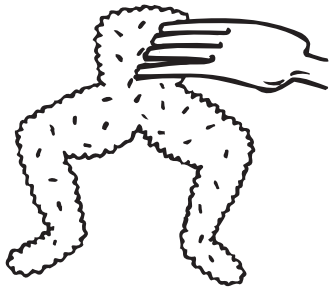
_____.

6. Oysters are shellfish.



I think oysters are _____.

7. Frogs' legs taste like chicken.



I think they are

_____.

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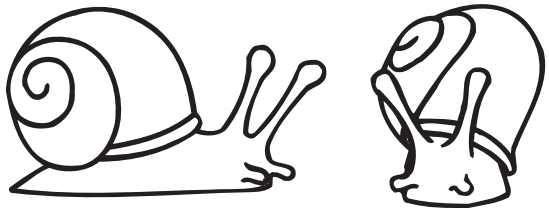
Snail report

You will be writing a report about snails.

1. Read the report plan below.

Report plan



Title: Snails

Classification: Gastropod

Description:

- What it looks like: soft body, slimy, slippery, spiral shell
- Where it lives: gardens, plants, walls
- What it does: eats plants moves slowly, slides, slimy trail

Conclusion:

Snails are slow animals but they can move to different parts of the garden and eat lots of plants.

- You can see there is lots of information in the plan, but most of it is just notes.

Practice activity

2. Find the information in the plan and answer the questions in sentences.

   (a) Where are snails found?

   _____

   _____

   (b) How do snails move?

   _____

   _____

   _____

3. (a) Use the report plan to write a report about snails on a separate sheet of paper.
   - You will have to change the notes into sentences to write a good report.
   - Try to make your sentences interesting with different sentence beginnings.

   (b) Add an illustration. You could draw a diagram with labels.

Objective: Follows a plan to write a short report about snails.

FINDING THINGS

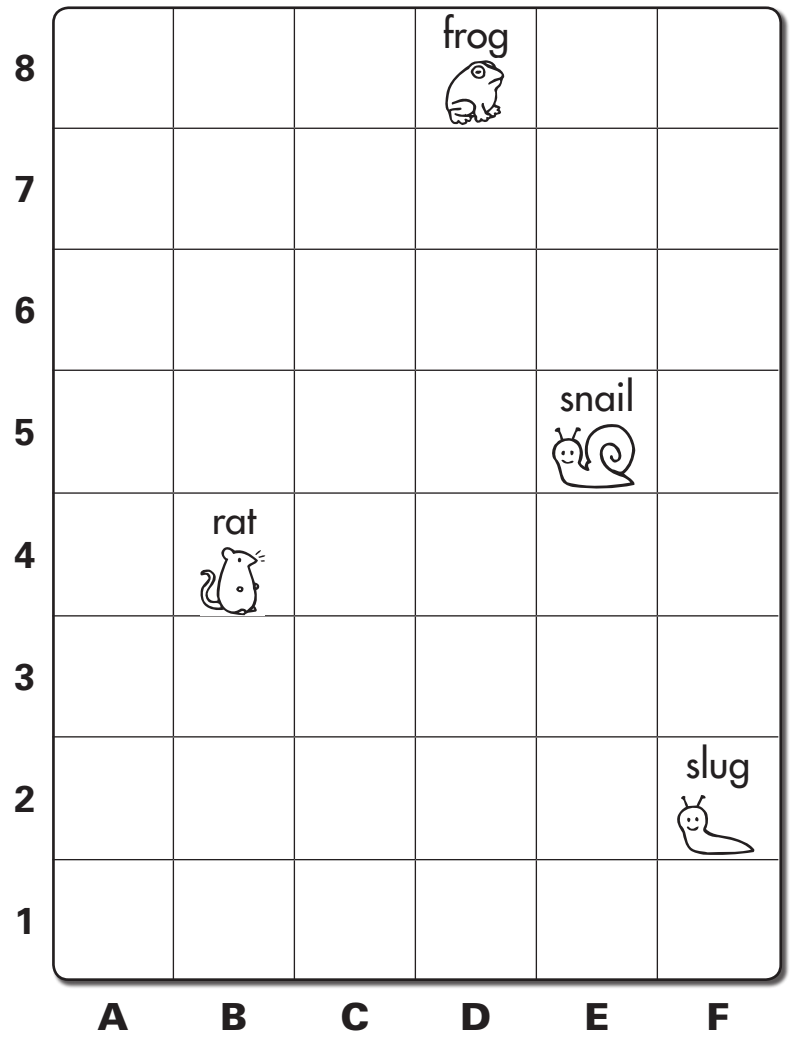
1. Which animal is in:

   (a) (D, 8)? _____

   (b) (B, 4)? _____

   (c) (E, 5)? _____

   (d) (F, 2)? _____



2. Cut out the animals and glue them on the grid.

   (a) A caterpillar is in (C, 3).

   (b) A jellyfish is in (B, 1).

   (c) A dung beetle is in (A, 6).

   (d) An earthworm is in (F, 7)

   (e) A spider is in (C, 2).

   (f) A squid is in (D, 3).

3. Tick yes (✔) or no (✘) in the box.

   (a) Can the animal in (E, 5) run? ☐

   (b) Does the animal in (B, 4) have a tail? ☐

   (c) Is the animal in (C, 3) a fish? ☐

   (d) Can the animal in (D, 8) jump? ☐

   (e) Does (F, 7) live in water? ☐

   (f) Does (F, 2) have six legs? ☐

4. (a) Draw two snails next to the animal in (D, 3).

   (b) Draw one jellyfish below the animal in (C, 2).

   (c) Put a cross in (D, 6).

   (d) Draw a circle in (A, 5).

Objective: Uses grid coordinates to find locations.

Ooey-gooey slime

Characters: Dom, Lucy, Uncle Bert

Storyteller: Dom and Lucy are excited. They are standing near a boat ramp looking all around.

Lucy: I can't wait to get in Uncle Bert's boat. I wish he'd hurry up and get here.

Dom: That's his car now. It won't be long and we'll be out on the river. I can't wait!

Uncle Bert: Hi, Lucy Lu. Hi there, Dom. Just hold this rope and make sure the boat doesn't float away, will you Dom. I'll go and park my car, then we can go.

Storyteller: It was a beautiful warm day and soon they were sitting in the boat as it was gliding down the river.

Dom: This is great, Uncle Bert! But can your boat go any faster?

Uncle Bert: It sure can, Dom, but not here in the river. They don't want the waves made by our boats washing away the river banks, so there's a speed limit.

Lucy: Oh, look at all those birds taking off. We must have frightened them. Can you see the boys fishing from that little jetty? They look bored. I wonder if they're catching any fish.

Dom: Are there many fish here, Uncle Bert?

Uncle Bert: Not too many now, Dom. When I was a boy I used to catch loads of fish here. The river isn't as fresh and clean as it was then and there's more people.

Dom: What happened to the water over there? It's a funny colour. Are we going over there to look at it?

Uncle Bert: No, I think we'll stay away from it if we can. It's not very nice.

Lucy: Oh, look there's more of that stuff. Yuk! It's everywhere! What a horrible ooey-gooey, slimy mess. Why is it in the river?

Uncle Bert: It looks pretty bad this year. It's called algae and it is made up of tiny things we can't see and larger plants that are a bit like seaweed. We see algae here in summer when there hasn't been any rain and the river isn't flowing. Algae likes still, warm water.

Objective 1: Reads, memorises or improvises a play.
Objective 2: Performs as a character in a play.

Lucy: Is it dangerous?

Uncle Bert: Not really. Most algae just looks and feels horrible.

Dom: What about the fish, do they like this algae?

Uncle Bert: No, they don't like it at all. It takes the oxygen they need out of the water.

Lucy: Do many fish die?

Uncle Bert: They can die. There are some places where algae has become toxic.

Dom: Toxic? That means it's like poison, doesn't it?

Uncle Bert: Yes, that's right, Dom.

Lucy: What happens to people who eat the poisoned fish?

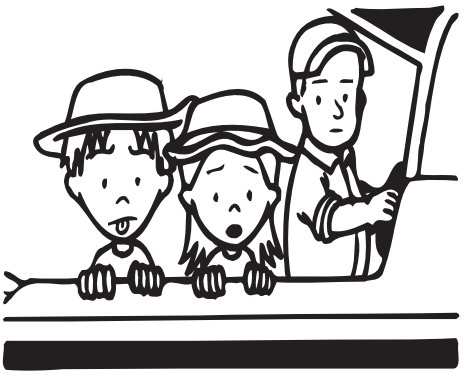
Uncle Bert: They can get sick too ... and it's not just the people. There are birds and other animals that eat fish.

Dom: What makes the algae grow?

Uncle Bert: We get most of our rain in winter and it washes things the algae likes to eat into the river. Things like the fertilisers farmers and gardeners use. They can be good for plants, but they are not always good for our rivers. Other things like chemicals and waste get into our rivers, too.

Lucy: Why do they wash into the river?

Uncle Bert: Well, lots of the trees have been chopped down so the water runs off the land. Then in summer the water is warm and still and algae grows and grows.



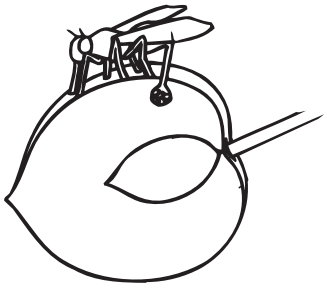
Lucy: Let's go back where there isn't any ooey-gooey mess. It's slimy, smelly and horrible.

Objective 1: Reads, memorises or improvises a play.
Objective 2: Performs as a character in a play.

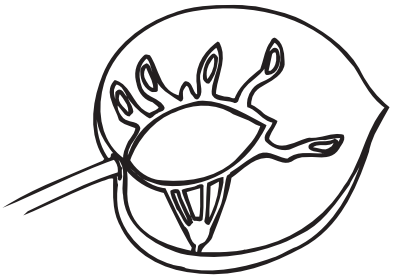
Worms in apples

1. Read how ooey-gooey worms turn into fruit flies.

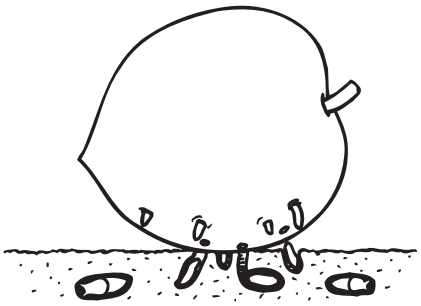
One hot summer's day, a fruit fly flew to a tree. She saw a sweet, red apple. She made a hole in the apple with her body. She laid some eggs. The eggs fell down the hole into the apple.



The eggs hatched into little, white worms. The hungry worms ate and ate. They made tunnels inside the apple.

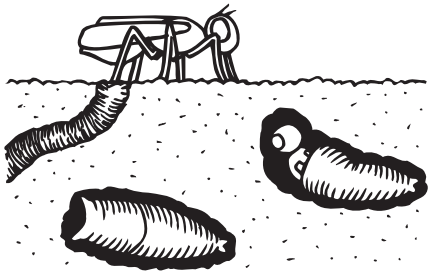


In autumn, the apple fell to the ground. The worms crawled out. They hid in the ground.



The skin on the worms got hard. In winter, the worms had a warm home to live in.

In summer, new fruit flies flew out of each home.



The ooey-gooey worms had become new fruit flies.

2. Colour each part of the life cycle.

Objective: Reads a simple informational text and colours illustrations which illustrate the life cycle of a fruit fly.

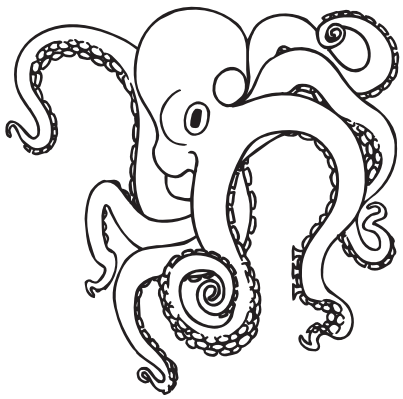
Ooey-gooey word hunt

- Read the ooey-gooey words in the blob of goo.
- Colour the blob in ooey-gooey colours.

wet	muddy	slimy
wobbly	smelly	sticky
slippery	gooey	creepy
sloppy	mucus	disgusting

Use the words to answer the questions.

1. How many words begin with ‘s’? _____
2. How many words end in ’y’? _____
3. Choose the word you think best describes each of these things.



   (a) jelly _____

   (b) glue _____

   (c) cake batter _____

   (d) a fish’s skin _____

   (e) food left in a lunch box for a week _____

   (f) an octopus _____

   (g) a runny nose _____

4. Choose two words you have not used and write each in a sentence.

   (a) _____

   (b) _____

Objective: Completes word study activities using vocabulary related to the theme.

Sid Snail's Healthy Family

1. Write how many vegetables Sid Snail's family ate on each day last week.

On Monday, they ate 2 cabbages and 3 tomatoes. ☐

On Tuesday, they ate 3 lettuce and 4 carrots. ☐

On Wednesday, they ate 1 potato and 2 parsnips. ☐

On Thursday, they ate 4 chives and 2 tomatoes. ☐

On Friday, they ate 2 cucumbers and 2 onions. ☐

On Saturday, they shared 1 pumpkin. ☐

On Sunday, they were too full to eat any vegetables at all! ☐

2. Draw the correct number of vegetables on the graph for each day.

3. How many vegetables were eaten altogether last week? ☐

Objective 1: Calculates and collects data for a graph.
Objective 2: Represents data accurately on a pictograph.