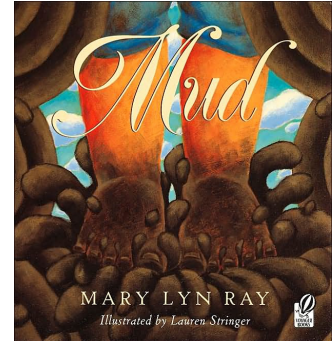


Minnesota Storytime  
Reading Guide

**Title:** *Mud*  
**Author:** Mary Lyn Ray  
**Illustrator:** Lauren Stringer  
**Publisher and Copyright Date:** Harcourt, 1996  
**Connection to Minnesota:** Minnesota illustrator



**Summary:** This is a story about when winter turns into spring—and the mud and green life that comes when that happens!

**Suggested ages:** 0-3, 4-6

- Tips for Reading:**
- Begin the story in a soft, quiet voice for wintertime.
  - Speak in a louder, happy voice when the mud appears.
  - Let children take in all the colors and textures on each page before going on to the next page.

- Questions before reading:**
- What is the sound of winter?
  - What are some colors of spring?
  - What does it feel like when you squish your fingers or toes in mud?

**To Introduce this story say:** This is a story about when winters turns into spring in places like Minnesota, where you live.

- Questions After Reading:**
- How do we know winter is turning into spring?
  - What are some colors that you find in winter?
  - What are some colors that mean spring is near?
  - Why is there mud in spring?

## RELATED ACTIVITIES

- Language:**
- Do finger paintings of mud and spring – in just two colors for winter and spring, or in many colors for all the growing things!
- Dramatization:**
- Have the children pretend to be an animal asleep in winter, then have a child be the sunshine that comes, with children slowly waking up and stretching like many animals do when winter turns to spring.
- Music:**
- Make up a silly song about mud, repeating the word often, or rhyming it with one other word like “bud” or “spud”.
- Science:**
- Make connections with other related words, like “earth” and “soil” and “dirt” by making a picture of a tree (or other common living thing) and showing how it needs the soil. Show how the soil can become mud, then dry out after a rain.
  - After a rain, go outside and find mud. Touch it with your fingers and toes. This could also be done inside by adding water to a container filled with dirt so children can see how wet dirt turns into mud.
- Suggestions for English Language Learners:**
- Move hands in real mud, with words repeated in both languages.
  - Make connections with other related words, like “earth” and “soil”.
  - Talk about all four seasons as they occur in Minnesota, the children’s experiences with him, and the seasons as they occurred in their home countries.
- Related Books:**
- ***Are You Spring?*** by Caroline Pitcher, illustrated by Cliff Wright (Dorling Kindersley, 2000)
  - ***Mud Puddle*** by Robert Munsch, illustrated by Sami Suomalainen (Annick Press, 1982, revised 1995)
  - ***Cold Little Duck, Duck, Duck*** by Lisa Westerberg Peters, illustrated by Sam Williams (*Greenwillow*, 2000)
  - ***Mud is Cake*** by Pam Munoz Ryan, illustrated by David McPhail (Hyperion, 2002)
  - ***The Mud Pony*** by Caron Lee Cohen, illustrated by Shonto Begay (Scholastic, 1988)

