

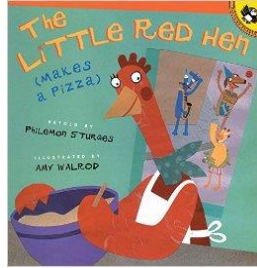


# Washing Dishes



Discovery

**Standards:**  
S.ES.PS.2



## Enduring Understanding(s):

Friends usually share and help one another.

## Essential Question(s):

How can you find the resources, strategies, and people to solve your problems?

### Materials:

- *The Little Red Hen Makes a Pizza*
- sponges or cloths of various sizes
- pots and pans
- dishes
- liquid soap
- gloves
- small towels
- smocks

### Vocabulary:

- wash
- dry
- bubbles
- sponge
- liquid
- pour
- scrub
- suds: soapy water
- lather: to make foamy

**Preparation:** Set up materials.

### Intro to Centers:

"In *The Little Red Hen Makes a Pizza*, Hen's friends offered to **wash** the dishes after they ate the pizza she made. How was that helpful to Hen?"

"Usually, you **wash dishes** at the sink, but today you can **wash dishes** in the Discovery Table with these materials."

"I have **poured liquid soap** into the water. I made **bubbles** by **swishing** the water like this. If you wanted to create a **lather- sudsy**, soapy water-, what could you do?"

"There are sponges (or cloths) of different sizes. You can also wear gloves like Duck did in *The Little Red Hen Makes A Pizza*. Why do you think she wore gloves?"

*Show illustrations. Children respond.*

*Show materials.*

*Model adding soap to the water and swishing. Children respond.*

*Children respond.*

"If your dishes are very **dirty**, you have to **scrub**- rub them really hard- to get them **clean**."

"There are also towels to **dry** the dishes after you have **washed** them. You can pretend to be the characters in *The Little Red Hen Makes a Pizza* and **wash** and **dry** the dishes together."

*Model "scrub."*

*Show illustration.*

**During Centers:** Discuss how the water and soap feel. Compare and contrast how children wash dishes with how the characters washed dishes in *The Little Red Hen Makes a Pizza*. Relate how the animal friends helping each other is similar to how children help each other in the classroom. Compare and contrast dish sizes and how they stack to building a tower in blocks, e.g., larger blocks at the base makes a more stable structure.

**Guiding Questions during Centers:**

- Why do you think Hen's friends offered to wash the dishes?
- How do you think Hen felt about their help? Why?
- How do you help your family or friends?
- How did you create a lather?
- What did you do first, second, and third to wash the dishes?
- How did you decide who would wash and who would dry the dishes?

**Thinking & Feedback:** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

**Documentation:** Collect photographs and/or video of the children's process; you might use the video to launch a discussion during Thinking and Feedback about their process and challenges they encountered. Use this documentation to determine children's understanding of ordinal numbers (first, second, third) and sequencing. This can also be used as a demonstration of the Enduring Understandings.

**Provocation:** Invite children to wash classroom tables with soap and water or to wash the paintbrushes and paint cups. Invite children to brainstorm other ways to help their friends in the classroom. Invite children to explore bubble--making further by using bubble wands made out of wire, pipe cleaners, and/or string.

Invite families to allow children to wash and dry dishes at home.

