



WEEK 4 Day 1

Discovery Table: Aquarium
Children explore an aquarium.

Big Idea	Animals need food, water and air to survive.
Guiding Question	What do animals and plants need to survive?
Vocabulary	aquarium: a bowl, tank, or other container in which fish, water animals, and water plants are kept
Materials and Preparation	<ul style="list-style-type: none"> ● smocks ● sensory table/tub ● water ● cups ● washable blue watercolor or food coloring ● a variety of materials to create an aquarium, such as: <ul style="list-style-type: none"> ○ small rocks (rinsed) ○ aquarium pebbles ○ clear aquarium gems ○ fish and other aquatic animals figurines (store bought or child-created), ○ plastic or real water plants ● an absorbent mat or towel, for under the table <p>Add food coloring to the water to create the desired shade of blue. Add the materials to the sensory tub to create an aquarium.</p>
Intro to Centers	<p>If possible, conduct the Intro to Centers meeting with children surrounding the Discovery Table. If not, bring a few of the materials to the whole group meeting area.</p> <p style="text-align: center;"><i>You're already noticing something different: the water in the Discovery Table is a different color! What does the blue water make you think of?</i></p> <p>Elicit responses.</p>

	<p><i>We have been learning about different habitats. An aquarium can be a habitat for many different kinds of aquatic animals and plants. How might we create an aquarium at the Discovery Table?</i></p> <p>Invite children to turn and talk, then harvest several responses. Build a group idea about how the class might create this aquarium.</p> <p>Show some of the new materials. Provide some time for children to touch the materials, especially any new rocks and plants. If the group is in the meeting area, invite some children to get up and take materials to the Discovery Table.</p> <p><i>This week in the water table, you can build and explore this aquarium. What might you pretend?</i></p>
During Centers	<p>Children explore the aquarium. Support children with their discoveries and pretend play.</p> <p>Follow children’s lead in bringing additional materials to the pretend aquarium to build out the environment.</p>
Facilitation	<ul style="list-style-type: none"> ● What are you discovering in the aquarium? ● What would these animals and plants need to survive in this aquarium? ● How is this aquarium similar to a salmon habitat? How is it different? ● How does the water feel? How do the rocks and pebbles feel? ● How does having your hands in the water make your body feel? ● What is the difference between this _____ and that _____? ● Tell me about what you are doing. Is there a story you want to tell?
Standards	<p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>

Notes
