



WEEK 3 Day 3

Discovery Table: Scenes from Stories 1

Additional props and recycled and natural materials from Beautiful Stuff inspire building sand structures and acting out stories from familiar Read Aloud texts.

Big Idea	One way people in communities communicate is through stories.
Guiding Questions	What does it mean to be a member of a community? Why is collaboration and working together important?
Vocabulary	<p>tools: objects used to accomplish something</p> <p>notice: to see, to pay attention to something</p> <p>search: to look for something</p> <p>curious: interested</p> <p>describe: to tell what someone or something is like</p> <p>disappear: to go completely away, to become unable to be seen</p> <p>object: a thing that can be seen and touched</p>
Materials and Preparation	<p>If possible set up two separate tables or tubs: one with tools for ongoing exploration, and one with materials more suited to storytelling. Alternatively, remove some of the tools used previously to make space for setting up scenes from stories.</p> <ul style="list-style-type: none"> ● sensory/discovery table, or tabletop tub(s) ● sand ● sand table tools, such as cups and scoops, small shovels, and/or plastic spoons ● spray bottles filled with water ● figurines of people ● natural materials (shells, acorns, sticks) ● recycled materials (small tiles, sanded wood scraps, buttons) ● Unit 1 Read Aloud texts, or copied images from select pages ● sieves ● water wheels

	<ul style="list-style-type: none"> ● buckets and/or other plastic containers ● gloves, optional <p>Continue to keep the sand moist so that children are able to manipulate it.</p>
Intro to Centers	<p><i>Today we are adding something new to the Discovery Table. These can be used to construct and enact scenes from some of the stories we have been reading.</i></p> <p>Show the new materials. Pick up a text and turn to an illustration with a clear setting. <i>What if we wanted to build grandma’s kitchen in Full, Full, Full of Love? Let’s see how the illustrator shows the kitchen.</i></p> <p>Think aloud, pausing to allow children to fill in with suggestions for representing specific elements of the scene with available materials.</p> <p>Show other images or texts situated near the Discovery Table. <i>You might find other illustrations that inspire you to construct scenes from our stories at the Discovery Table.</i></p> <p>Indicate where these images can be found as they work.</p>
During Centers	<p>Notice and take photos of the scenes children recreate. Invite children to suggest and add other materials useful to represent particular aspects of the scenes they build. Ask children to identify which books they are accessing. Once scenes are constructed, encourage children to act out the stories. .</p>
Facilitation	<ul style="list-style-type: none"> ● Which materials are useful for the scene you are recreating? ● What do you notice about these materials? ● Which book are you inspired by? Why did you choose this page? ● What are you noticing about the communities in the books we're reading? ● Can you make a city, a town, or a house that includes some of the features in this illustration?
Standards	<p>SL.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the</p>

	community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.
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Notes

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