



WEEK 8 Day 4

Discovery Table: Exploring Soil

Children touch and play with soil. They make discoveries about what is in the soil.

Big Idea	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	<p>soil: dirt</p> <p>careful: move slowly, with caution</p> <p>moist: a little wet</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dirt, The Scoop on Soil</i>, Natalie Myra Rosinsky and Sheree Boyd ● soil, store-bought or dug from a planter/garden area/wooded area If not using store-bought soil, inspect the soil for any hazards. Also consider the insects and worms that might be a part of the soil. ● sensory/discovery table, or tabletop tubs Fill the table or tubs with the soil. ● plastic/paper cups or small pots ● shovels or gardening tools ● spoons ● rocks ● sticks ● magnifying glasses ● plastic insects (optional) Because store-bought soil will most likely not include live insects, adding plastic insects to the soil may enhance conversation and curiosity. ● spray bottle filled with water ● dustpan and brush for sweeping soil ● gloves, optional <p>Bring the following to Intro to Centers: a sample of the soil in a clear</p>

	<p>container (such as a cup/bin) and a magnifying glass.</p>
<p>Intro to Centers</p>	<p><i>This week, the Discovery Table is full of soil!</i></p> <p>Show the soil sample.</p> <p><i>Turn and tell a partner. What might you find in the soil? Think about what we read about in Dirt: The Scoop on Soil.</i></p> <p>Provide time for the Turn and Talk. Harvest a few responses. When relevant, make connections to the Read Aloud discussions.</p> <p><i>Yes, we learned about how soil can be a habitat, or home, for animals and other living things.</i></p> <p><i>This week, we will explore this soil. You can feel the soil, play with the soil. You can also see what it contains. There are several tools at the Discovery table that you might use. You can talk to each other about what you notice in the soil and how it feels.</i></p> <p>Model using the magnifying glass. Show the spray bottle and remind children that they can moisten the soil.</p> <p><i>Some of you mentioned that insects could be in the soil. If you do find a living animal, like an earthworm, be careful. Careful means that you move slowly and with caution. Remember to keep the soil and animals inside of the Discovery table. At the end of Centers, we will need to spray the soil with water to keep it moist.</i></p>
<p>During Centers</p>	<p>Children explore the soil. They will touch the soil, they may play and build with the soil. Children may find animals and plant material. Support children with careful handling of the soil and animals. Encourage children to talk to each other about what they notice.</p> <p>When possible, support children with text connections to <i>Dirt: The Scoop on Soil</i>. Take note of children’s comments and questions. These understandings, misconceptions, and wonderings can inform the next Unit of study.</p> <p>Some children may feel very natural with the dirt; others may feel reluctant to touch the soil and may be more comfortable wearing gloves.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How does the dirt feel? ● What can you build? ● What ideas are you sharing with your peers? ● How is the soil similar to sand? How is it different? ● Tell me about how that is connected to the book, <i>Dirt: The Scoop on Soil</i>. ● What kind of animal do you think this is? ● How could you find out more information about this animal? ● Where do you think this soil came from? Why do you think that?

Standards	<p>SL.1.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.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Is and requesting clarification if something is not understood.</p> <p>SEL. Relationships Skills. Social engagement (Boston)</p>
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