



WEEK 2 Day 1

## Discovery Table: Water, Part 2

Children experiment with materials that sink and float.

<b>Big Idea</b>	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
<b>Guiding Question</b>	What do animals and plants need to survive?
<b>Vocabulary</b>	<p><b>float:</b> to stay on or near the surface of water or other liquid</p> <p><b>sink:</b> to go down below the surface of water or other liquid</p> <p><b>discover:</b> to learn something new</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● smocks</li> <li>● sensory table/tub</li> <li>● water</li> <li>● a variety of materials, some that will sink and some that will float (e.g., LEGOs, blocks, plastic plate, Beautiful Stuff)</li> <li>● an absorbent mat or towel, for under the table</li> </ul> <p>Fill the sensory table with water (one third or one half full), and place materials in a basket or on a tray nearby.</p>
<b>Intro to Centers</b>	<p style="text-align: center;"><i>Today we have a basket of new materials for you to experiment with in the water table.</i></p> <p>Indicate the basket of materials. Take a few of them out, and name them.</p> <p style="text-align: center;"><i>Some of these materials will <b>float</b>, or stay on or near the surface of the water. Other materials might <b>sink</b>, or go down below the surface of the water.</i></p> <p>Use gestures to describe sinking and floating.</p> <p style="text-align: center;"><i>What do you predict? What kinds of materials do you think will float or sink? Why do you think that?</i></p> <p>Have children turn and talk and facilitate a brief group discussion.</p> <p style="text-align: center;"><i>You might <b>discover</b>, or find out, something that surprises you!</i></p>

