



WEEK 1 Day 1

Discovery Table: Water, Part 1

Children explore water with various materials such as scoops, measuring cups, and sieves.

Big Idea	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Guiding Question	What do animals and plants need to survive?
Vocabulary	habitat: a place where animals live discover: to find something new
Materials and Preparation	<ul style="list-style-type: none"> ● <i>From Tadpole to Frog</i>, Wendy Pfeffer ● smocks ● sensory table/tub ● water ● scoops ● cups and measuring cups ● sieves ● plastic tubing ● an absorbent mat or towel, for under the table ● plastic fish or frogs <p>Fill the sensory table with water (one third or one half full), and place materials in the table.</p>
Intro to Centers	<p><i>Today we are starting a new study. We will learn about different animals and where these animals live. Here is a book about frogs, one kind of animal that lives in water. Water is an important part of the frog's habitat, or home.</i></p> <p>Hold up <i>From Tadpole to Frog</i>.</p> <p><i>You can work with water in the Discovery Table. When you explore the water, make sure you are careful! Let's imagine you are playing in the water right now, and let's set some basic agreements:</i></p>

	<p><i>The water should stay <u>inside</u> the table. The floor gets slippery when it's wet.</i></p> <p><i>Put on a smock. This will keep your clothes dry and protected.</i></p> <p>Model putting on a smock.</p> <p><i>What could you do if you need help with your smock?</i></p> <p>Elicit responses. Encourage children to ask each other for help.</p> <p><i>If you have long sleeves, roll them up so they don't get wet.</i></p> <p>Model.</p> <p><i>Now we're ready. Put your hands in the water slowly. Pretend you can feel the water on your hands. Move your hands gently back and forth through the water. You can scoop the water or pour the water.</i></p> <p>Lead children in pretending to play in the water. Move hands slowly, and label different actions such as swishing, scooping, and pouring.</p> <p><i>You probably already know a lot about water. I wonder what else you will discover, or learn about, water?</i></p>
During Centers	Children explore water and other materials freely. Follow the children's lead in using the materials. Ask questions to encourage children to describe their actions and what they notice.
Facilitation	<ul style="list-style-type: none"> ● How does the water feel? ● How does the water make your body feel? ● How many scoops of water will it take to fill that large container? This small container? ● Which container holds more water? ● What do you know about a frog's habitat? ● Why do you think tadpoles live in water and adult frogs live on land?
Standards	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.

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