



WEEK 3 Day 1

Discovery Table: Water, Part 3

Children explore the concept of resistance by moving different materials through water.

Big Idea	Like humans, animals are part of interdependent communities that are affected by, and adapt to, the environment that surrounds them.
Guiding Question	How do animals form communities, work together, and use and adapt to their environments, and how is this similar to and different from people?
Vocabulary	<p>narrow: a space or object that is thin, not wide</p> <p>wide: a space or object that is large, not narrow</p> <p>resistance: a force that is going against or pushes another</p> <p>current: the direction that water is moving</p> <p>upstream: against the current of the water</p>
Materials and Preparation	<ul style="list-style-type: none"> ● smocks ● sensory table/tub ● water ● an absorbent mat or towel, for under the table ● <i>Life Cycle of the Salmon</i>, Bobby Kalman ● cups and plates ● materials of various widths and weights <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>
Intro to Centers	<p><i>We have been learning about fish and frogs and their habitats. Hold up the book, <i>Life Cycle of a Salmon</i>.</i></p> <p><i>In this book we learned that salmon swim upstream—they swim against the current, in the opposite direction the water is moving. Their bodies must be very strong to do this, because the water is providing resistance—it pushes against the fish.</i></p> <p>Show resistance by pressing one hand against the other. Have children imitate. Ask for a volunteer to push her hands against the teacher’s hands, narrating, <i>I am offering resistance.</i></p>

	<p>Discuss what that feels like. Have children offer gentle resistance to each other, in partners.</p> <p><i>This week in the Discovery Table, you can experiment with how different objects move through water. Do you think this narrow stick or this wide plate will move through the water more easily?</i></p> <p>Children respond.</p> <p><i>Why do you think that?</i></p> <p>Children turn and talk to share their ideas. Harvest ideas from the group.</p>
During Centers	<p>Children continue to experiment with water, exploring the concept of resistance by testing objects of different sizes and widths as they move through the water. Invite children to create a gentle current in the water and then to experiment by having objects move along with or against that current.</p>
Facilitation	<ul style="list-style-type: none"> ● How does the water feel? ● How does the water make your body feel? ● What are you noticing about the way the water moves? ● What do you notice about the materials in the water? ● How does the resistance feel? ● What is the difference between this _____ and that _____? ● Can you show me how salmon might move in the water?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</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
