

Exploring the Topic

What do we know about water? What do we want to find out?


Vocabulary—English: liquid; water; clear; dip; instructions; action words related to water, e.g., rinse, spray, wipe, wring; sink; source; faucet; spigot; hose; sprinkler; investigate; action words related to water, e.g., pour, drip, fill

	Day 1	Day 2	Day 3
Interest Areas	Sand and Water: water, variety of cups and funnels	Art: watercolors, brushes, paper, cups with water	Dramatic Play: washcloths, empty soap containers, spray bottles, sponges
Question of the Day	What does water feel like? (Display a shallow bowl filled halfway with water.)	How did you use water at home this morning?	How do you use water to brush your teeth?
Large Group	Game: Classroom Textures Discussion and Shared Writing: What Is Water? Materials: <i>Mighty Minutes</i> 09, “Classroom Textures”; <i>Mighty Minutes</i> 35, “Rolling With It”	Game: Mimic Mime Discussion and Shared Writing: How Did We Use Water at School Today? Materials: <i>Mighty Minutes</i> 100, “Mimic Mime”	Song: “Water Song” Discussion and Shared Writing: Instructions for Using Water Materials: <i>Intentional Teaching Experience</i> LL78, “That’s How You Do It!”
Read-Aloud	Selection from the “Children’s Books” list that features feelings, friendship, and communities	<i>Those Shoes</i> <i>Book Discussion Card</i> 06 (first read-aloud)	Selection from the “Children’s Books” list that features the alphabet
Small Group	<i>Intentional Teaching Experience</i> LL16, “Tongue Twisters”	<i>Intentional Teaching Experience</i> M23, “Putting Puzzles Together”	<i>Intentional Teaching Experience</i> LL44, “Rhyming Tubs”
Mighty Minutes®	<i>Mighty Minutes</i> 08, “Blow Away Dandelions”	<i>Mighty Minutes</i> 16, “Put It On, Take It Off”; <i>Mighty Minutes</i> 49, “Willy’s Week”	<i>Mighty Minutes</i> 21, “Shape Shenanigans”

Primary Guidelines—Social and Emotional: I.A.4., I.B.2.a., I.B.2.b., I.C.4.; **Language and Communication:** II.D.1., II.E.2.; **Emergent Literacy Reading:** III.A.1., III.B.5., III.B.6., III.B.7., III.C.1.; **Mathematics:** V.A.1., V.A.2., V.A.7., V.B.1., V.C.1., V.C.4., V.E.2.; **Science:** VI.A.1., VI.C.1.; **Social Studies:** VII.A.3.; **Fine Arts:** VIII.A.2., VIII.A.3., VIII.B.1.; **Physical Development and Health:** IX.A.1., IX.C.3.

Related Guidelines—Social and Emotional: I.A.1., I.A.2., I.A.3., I.A.4., I.B.1.a., I.B.1.c., I.B.2.a., I.B.3.a., I.B.3.b., I.C.1., I.C.2., I.C.4., I.C.6., I.C.7., I.D.1.; **Language and Communication:** II.A.1., II.A.2., II.A.3., II.B.1., II.B.2., II.B.3., II.B.4., II.B.5., II.C.1., II.C.2., II.C.3., II.D.1., II.D.2., II.D.3., II.D.4., II.D.5., II.D.6., II.E.1., II.E.2.; **Emergent Literacy Reading:** III.A.1., III.A.3., III.B.1., III.B.5., III.B.8., III.C.1., III.C.2., III.C.3., III.D.1., III.D.2., III.D.3., III.D.4., III.E.1., III.E.2., III.E.3.; **Emergent Literacy Writing:** IV.A.2., IV.B.2., IV.C.3.; **Mathematics:** V.A.2., V.A.3., V.A.5., V.A.6., V.A.7., V.A.8., V.B.2., V.C.3., V.C.4., V.D.2., V.D.4., V.E.1.; **Science:** VI.A.1., VI.B.3., VI.C.1., VI.C.3.; **Social Studies:** VII.A.2., VII.A.3., VII.B.1., VII.B.2., VII.B.3., VII.D.1., VII.D.2.; **Fine Arts:** VIII.A.1., VIII.B.1.; **Physical Development and Health:** IX.A.1., IX.A.2., IX.B.1., IX.B.2., IX.C.3.

Spanish: *líquido; agua; transparente; remojar; instrucciones; palabras de acción asociadas con el agua, por ejemplo: enjuagar, rociar, pasar un trapo, exprimir; fregadero; fuente; grifo; llave de agua; manguera; rociador; investigar; palabras de acción asociadas al agua, por ejemplo: verter, gotear, llenar*

Day 4	Day 5	Make Time for...
<p>Art: photos from the walk during large group</p>	<p>Sand and Water: measuring cups, water droppers, basters</p>	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> Take the funnels, variety of cups, and additional props the children explored on Day 1 outside to use in the sand or dirt. As the children play with sand, ask them to describe the differences in the way sand feels in comparison to water.
<p>Where do you wash your hands? (Give each child a small sticky note to add to the handwashing location.)</p>	<p>How many steps does it take to walk to the sink?</p>	<p>Physical Fun</p> <ul style="list-style-type: none"> Use <i>Intentional Teaching Experience</i> P19, “Bounce & Catch.” Use <i>Intentional Teaching Experience</i> LL94, “Drawing Our Homes.”
<p>Song: “I’ve Got a Friend”</p> <p>Discussion and Shared Writing: Finding Sources of Water Around the School</p> <p>Materials: <i>Mighty Minutes</i> 64, “I’ve Got a Friend”</p>	<p>Movement: Ten Wiggly Steps</p> <p>Discussion and Shared Writing: What Do We Want to Find Out About Water?</p> <p>Materials: <i>Mighty Minutes</i> 02, “Ten Wiggly Steps”; <i>What We Know About Water</i> chart</p>	<p> IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).</p> <p>VII.C.1. Child identifies and creates common features in the natural environment.</p>
<p><i>Those Shoes</i></p> <p><i>Book Discussion Card</i> 06 (second read-aloud)</p>	<p>Selection from the “Children’s Books” list that features counting</p>	<p>Family Partnerships</p> <ul style="list-style-type: none"> Send home a letter to families introducing the study. You can find a sample letter in English and in Spanish at the beginning of this <i>Teaching Guide</i>.
<p><i>Intentional Teaching Experience</i> M22, “Story Problems”</p>	<p><i>Intentional Teaching Experience</i> LL07, “Letters, Letters, Letters”</p>	<ul style="list-style-type: none"> Invite families to contribute photos, books, and materials related to water.
<p><i>Mighty Minutes</i> 13, “Rhythm in Our Bodies”</p>	<p><i>Mighty Minutes</i> 51, “Syllable Surprise”</p>	<ul style="list-style-type: none"> Invite families to join the class on a walk to find sources of water during large group on Day 4. <p>Wow! Experiences</p> <ul style="list-style-type: none"> Day 4: Take a walk around the school to find sources of water. <p>Planning and Preparations</p> <ul style="list-style-type: none"> Prior to the walk on Day 4, plan a route around the school where the children will be able to discover the largest variety of water sources. Print out photos of the children using water throughout Exploring the Topic to use in Investigation 1.