






## Topic of Study – Water in Our World

 <p><b><u>Introduction</u></b></p>	<p>Water and children are a natural. For children in Arkansas there are endless possibilities available to them as they embark on a study of water. They all experience the use of water in their daily lives. Many children are familiar with bodies of water, whether it is a lake, pond, river, creek, stream, bayou, swimming pool, or the annual family vacation to the Gulf coast. Water sports and recreation are a vital part of the lives of many Arkansas families. Best of all, water is a free and readily available resource for learning.</p>
 <p><b><u>Big Ideas</u></b></p>	<p>Here are three big ideas about water that you can help children explore:</p> <ul style="list-style-type: none"> <li>➤ Water has many uses in our daily life</li> <li>➤ Water can be liquid, solid or steam</li> <li>➤ Water sports and recreation are fun</li> </ul>
 <p><b><u>Materials to Collect and Make</u></b></p>	<ul style="list-style-type: none"> <li>• Pictures that include uses for water, water sports and recreation, bodies of water</li> <li>• Children’s books about water:  <i>Water</i> by Frank Asch  <i>Mr. Gumpy’s Outing</i> by John Burningham  <i>Harry the Dirty Dog</i> by Gene Zion, illustrated by Margaret Bloy Graham</li> <li>• Storytelling figures (felt or magnetic) for the book, <i>Harry the Dirty Dog (A Story a Month, July, 2003)</i></li> <li>• Storytelling figures (felt or magnetic) for the book, <i>Mr. Gumpy’s Outing, (A Story a Month, March 2004)</i></li> <li>• Storytelling figures (felt or magnetic) for the <i>Mother Goose Rhyme, Jack and Jill</i></li> <li>• Illustrated Jack and Jill Nursery Rhyme Chart</li> <li>• Illustrated Little Turtle Poetry Chart</li> <li>• Name cards for each child – On 4” x 6” or 5” x 8” index cards, print each child’s name. Use upper case for first letter and lower case for other letters. (Example: <b>Joseph</b>) Laminate or cover the cards with clear self-adhesive paper for durability.</li> <li>• Wave bottle – A large clear soap refill bottle works well. Fill the bottle to ½ full with water. Add blue food coloring. Add baby oil to fill the bottle. Seal bottle securely so children cannot open it.</li> <li>• Glitter bottle – Fill a bottle half full with colored glitter. Add water to the top of the bottle. Seal bottle securely so children cannot open it.</li> <li>• Tea Party Dramatic Play Prop Box: Collect an unbreakable teapot, cups, a lacy tablecloth (can be plastic), napkins, and two or three empty boxes that previously contained different kinds of tea bags or leaves. Label the box “Tea Party.”</li> <li>• Harry the Dirty Dog Prop Box: Collect a stuffed dog, a brush, a small dishpan and a towel. Label the box “Harry the Dirty Dog.”</li> </ul>



## Resources

- Check with your local library for the availability of children's books
- Children's books can be purchased online, from school supply catalogs or local book stores
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at [www.arkansas.gov/childcare/storymonth.html](http://www.arkansas.gov/childcare/storymonth.html) :
  - ✓ A Story a Month – July 2003 – *Harry the Dirty Dog* (patterns for storytelling figures)
  - ✓ A Story a Month – March 2004 – *Mr. Gumpy's Outing* (patterns for storytelling figures)
  - ✓ A Story a Month (Nursery Rhymes)
- Contact the Division of Child Care and Early Childhood Education for the following or locate at the Arkansas Child Care Resource Center Catalog for information on how to order the Video: [www.arkansas.gov/childcare/rescent.htm](http://www.arkansas.gov/childcare/rescent.htm)
  - ✓ Video: Video: Math and Science Experiences for Preschool Children: Hands-on Learning in Small Groups.



## Introducing and Concluding the Topic

**Introduction: Finding out what children know about "Water"**

**Benchmarks: 3.5 Understands that print conveys a message  
5.8 Participates in group discussion**

To introduce the topic of study, "Water," you need to know what children already know about the topic. This allows you to build on your children's experiences. It also helps create an interest in the topic. Here's how to begin.

- Gather the children together in a group. Say, "For the next few days we're going to be learning about water."
- Write on chart paper, chalk board or marker board the word "Water."
- Invite children to tell you things they already know about water. You may have to ask questions to stimulate their thinking; questions such as "What are some things you like about water? What is your favorite thing to do with water?"
- Make a list of all of the things children know about water.
- Review the list with them and say, "You already know a lot of things about water and we'll find out even more."
- Keep the list until you have completed the topic of study.

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**Conclusion: Finding out what children have learned about water**

- Gather the children in a group at the conclusion of the study about water.
- Write on chart paper, chalk board or marker board "Things We Learned About Water".
- Invite children to tell you some things they have learned about water. You may have to ask prompt questions such as "What are some ways we use water at home and in the classroom?" "What are some ways we can have fun in water?" "What do we call water when it is frozen?"
- Make a list of all the things children learned about water.
- Read the first list you made with the children. Then say, "Here are some new things you found out about water" and read today's list with them.



**Reading**  
**Books with**  
**Children**

**Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them**

**Book #1:** *Water* by Frank Asch, author and illustrator

**First Reading of *Water***

- Prepare to read the book, *Water*.
- Show the cover, give title, and author. Explain that the author is the person who writes the book.
- Ask the children to predict what they think the book is about.
- Read the story so all children can see the pictures in the book.
- Clarify and help children understand words with which they might not be familiar: dew and brook, for example.
- Show the front cover after reading the book and ask children to look at it very carefully. Discuss with children what they see on the cover: fish of all colors and sizes, a turtle, a big sail boat with a small sail boat behind it, for example.
- Explain that they are now going to look at the pictures in the book together to see if they can find a picture that is like the one on the cover.
- Turn each page and ask, "Is this page like the cover?" Continue until you come to the page like the one on the cover, except it is bigger. (It is the page that has "Water is what fish breathe.") The children should recognize it as being like the cover.
- Invite children to name what they see on the page, then show the cover and children can again name what they see there. Congratulate them for finding the page that is like the cover.

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**Second Reading of *Water***

- Have a small bottle partially filled with water and a small bowl with ice cubes nearby, but out of sight of children.
- Show cover and invite children to recall the title of the book. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up by returning to the first page. Read "Water is rain." Invite children to recall with you some of the things they remember about rain. Then read the page, "Water is ice and snow" and invite children to recall some of the things they remember about snow and ice.
- Show and let the children examine the bottle of water and the bowl of ice. Ask them how ice and water are different. Help them use the word "solid" for ice and "liquid" for water. They may notice that the ice is melting and becoming water, or "liquid."
- Ask the children what they think will happen if the ice cubes are put on the science/discovery table and what will happen if the bottle of water is put in the freezer.
- Write their predictions on a chart sheet or a chalk or marker board. For example, they may say, "The ice will melt." and "The water will freeze." **Remember to write exactly what the children say.** This is how children learn about science; by predicting what will happen and following up to see if their predictions were correct.
- Tell the children that you will leave the ice cubes on the science/discovery table and put the bottle of water in the freezer. Suggest that they watch the ice cubes to see what happens and state that you will bring the bottle of water from the freezer out later for children to examine.
- Follow up with the children and guide them to discuss what happened to the ice cubes (they melted and became liquid) and to the bottle of water (it froze and became solid).

**Additional Benchmarks: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process:**

observing)

**3.21 Uses words to describe the characteristics of objects (scientific process: communicating)**

**3.22 Makes comparisons (scientific process: comparing)**

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**Small Group Activity: "I Spy" with the book *Water***

- Gather a small group of children, 3 to 5, and sit them so they can all see the pages of the book, *Water*.
- Read the story so all children can see the pictures in the book.
- Invite the children to play "I Spy" with you.
- Turn to the double page spread near the end of the book. This page has no words, but has lots of scenes of water and its many uses. Make sure all the children can see the page.
- Say to the children, "I spy a man washing his car. Do you spy him, too?" "I spy a boy taking a bath with his hat on. Do you spy him, too?"
- Continue with this game until children have helped you spy all of the water scenes.

**Additional Benchmark: 3.4 Demonstrates visual discrimination skills and visual memory skills**

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**Book #2:** *Mr. Gumpy's Outing* by John Burningham, author and illustrator

**First Reading of *Mr. Gumpy's Outing***

- Prepare to read the book *Mr. Gumpy's Outing*.
- Show the cover, give the title and author. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they know what an "outing" is. Explain that an outing is something you do like taking a walk in the woods or riding in a boat like Mr. Gumpy and his friends are doing.
- Read the story so all children can see the pictures in the book. Stop and explain words which may not be familiar to children. For example, explain that "squabble" is like quarreling or not getting along with each other. "Trample" is to walk on something with heavy feet.
- Review the book by asking questions such as, "Do you remember where Mr. Gumpy lives?" "After everyone falls in the water, where did Mr. Gumpy and his friends go?"
- Show the last page with everyone having tea. Ask the children to identify the animals at the table. Ask them what they think it would be like to have tea with these animals

**Additional Benchmark: 5.3 Expands vocabulary**

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**Second Reading of *Mr. Gumpy's Outing***

- Show the cover, give the title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting the children to help you read the book by saying some of the words.
- Begin to read, pausing before the end of a sentence. Encourage the children to complete the sentence. For example, show the first page and read, "This is \_\_\_\_\_ (Mr. Gumpy.)" "Mr. Gumpy owned a boat and his house was by a \_\_\_\_\_ (river)"
- Involve the children in using the words in the book to describe the actions of the different characters; for example, the goat kicked, the calf trampled, the pig mucked about.

**Additional Benchmark: 5.3 Expands vocabulary**

**Book #3:** *Harry the Dirty Dog* by Gene Zion, illustrated by Margaret Bloy Graham

**First Reading of *Harry the Dirty Dog***

- Prepare to read the book, *Harry the Dirty Dog*.
- Determine if any of the children have dogs as pets. If so, do they wash them?
- Show the cover, give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask the children to look at the two pictures on the cover and describe how the dogs are alike and different. (Alike: same size, standing the same way. Different: one is white with black spots and the other is black with white spots)
- Ask the children if they think that the same dog is in both pictures. Accept their answers and say, "Let's read and find out."
- Read the story so all children can see the pictures in the book.
- Show the cover again and ask children if Harry is in both pictures and why they say he is. (In one he's clean and in the other he's dirty.)
- Ask the children how Harry kept from taking a bath. Show the picture of Harry burying the brush in the yard.
- Involve children in discussing how they feel about taking baths. Do they like baths? Why do they like or not like baths? How would they keep from taking a bath? What could they hide?

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**Second Reading of *Harry the Dirty Dog***

- Begin by asking the children if they have a dog and if they give it a bath. Allow brief discussion about children's experiences bathing their dogs.
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages where Harry played and got dirty. Invite the children to retell the story by describing what is happening on each page that causes Harry to get dirty.
- Invite the children to discuss some of the things they do to get dirty and what their families say when they see them so dirty.

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**Third Reading of *Harry the Dirty Dog***

- Show cover. Ask children to recall the name of the book. Give author and illustrator. Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing the page where Harry got back home.
- Ask the children if Harry looks the same as he did when he left home. How is he different?
- Review what the family said when they saw Harry and how he tried to show the family he really was Harry. Show the pictures
- Ask the children how they think Harry felt when the family didn't recognize him.
- Involve the children in discussing what happened to cause the family to recognize Harry. Show the pictures.
- Ask the children how they think Harry felt when the family finally recognized him.



**Additional Books**

*Who Sank the Boat?* by Pamela Allen

*Swimmy* by Leo Lionni

*Better Not Get Wet, Jesse Bear* by Nancy White Carlstrom, illustrated by Bruce Degen

*Commotion in the Ocean* by Giles Andreae, illustrated by Guy Parker-Rees



**Language Materials and Activities**

**Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them**

**Storytelling Figures:** *Mr. Gumpy's Outing*

- Make felt or magnetic story figures for the book, *Mr. Gumpy's Outing*
- Use the figures and a felt or magnetic board to tell the story to the children
- Tell the children that the story figures and board will be placed in the book area.
- Review with the children the correct way to use the story figures. For example:
  - ✓ Two children at a time use the figures to tell the story
  - ✓ Keep the figures on the board or in the storage container
- Spend time in the library/book area helping children use the story figures correctly.

**Storytelling Figures:** *Harry the Dirty Dog*

- Make felt or magnetic story figures for the book, *Harry the Dirty Dog*
- Follow the same procedures as listed for *Mr. Gumpy's Outing*

**Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)**

**5.5 Participates in songs, finger plays, rhyming activities and games**

**Six Little Ducks**

See the Topic of Study "Rain" for the words and motions to this song

**Teacher Note:** Children enjoy repeating favorite songs such as this one.

**Jack and Jill**

Jack and Jill went up the hill  
 To fetch a pail of water.  
 Jack fell down  
 And broke his crown  
 And Jill came tumbling after.

- Make felt or magnetic figures for the rhyme, "Jack and Jill".
- Say this Mother Goose Rhyme with the children as you place the felt or magnetic figures on the storyboard. Ask children if they can think of another word for "pail." The children may come up with "bucket" for example. Ask the children what they think the word "crown" means. Explain that in this rhyme, crown means "head." They also may need to understand that "fetch" means to "get" a pail of water.
- Repeat the rhyme and invite children to join you in saying it. Repeat it on other days.

- Place the felt or magnetic figures and storyboard in the library/book area and allow children to use the figures. Observe them and listen to see if they say the rhyme.
- Make an illustrated chart for the rhyme “Jack and Jill.”
- Show the chart and invite children to say the rhyme.
- Post the chart on the wall in the library area and observe to see if children look at the chart and say the rhyme.

**Additional Benchmark: 5.3 Expands vocabulary**

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**Counting Rhyme**

One, two, three, four, five, I caught a fish alive.	(Hold up 1, 2, 3, 4, 5 fingers on one hand)
Six, seven, eight, nine, ten I let it go again. Why did I let him go? Because he bit my finger so.	(Hold up fingers on other hand)

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**Little Turtle**

There was a little turtle	(Make small circle with thumb and index finger)
He lived in a box.	(Cup hands to form box)
He swam in a puddle	(Swimming motions)
He climbed on the rocks.	(Climbing motion with hands)
He snapped at a mosquito,	(Snap with thumb and forefinger)
He snapped at a flea.	(Repeat)
He snapped at a minnow,	(Repeat)
He snapped at me.	(Turn hand toward self and snap)
He caught that mosquito,	(Catching motion with hands)
He caught that flea,	(Repeat)
He caught that minnow,	(Repeat)
But he didn't catch me.	(Point to self and shake head, “No!”)

- Make an illustrated “Little Turtle” poetry chart.
- Show the chart to the children and invite them to say the poem with you.
- Post the chart on the wall in the library area and observe to see if children look at it and say the poem.

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**Five Little Speckled Frogs**

Five little speckled frogs	(Hold up five fingers)
Sitting on a speckled log Eating some most delicious bugs. Yum! Yum!	(Pat stomach)
One jumped into the pool, Where it was nice and cool.	(Jump one finger into pool)
Now there are four little speckled frogs	(Hold up four fingers)
Burr-ump!	

Repeat counting down until there are no little speckled frogs.

Repeat the song using felt or magnetic figures of frogs and log.

Repeat the song allowing children to be frogs.

- Have five children at a time stoop down in a row and be speckled frogs. .
- Sing the song and as you sing “One jumped into the pool” lightly touch one child on the head to designate that he is to jump into the pool.
- Continue this until no children are left.
- Repeat the song until all children who want to participate have had a turn being frogs.

**Teacher Note:** Designate how and where children are to jump so that the activity is easy for you to manage.

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**The Goat on the Boat Kicked, Kicked, Kicked!**  
(Sing to tune of Wheels on the Bus)

The goat on the boat kicked, kicked, kicked.  
Kicked, kicked, kicked, kicked, kicked, kicked.  
The goat on the boat kicked, kicked, kicked.  
As they rode along.

The calf on the boat trampled, trampled, trampled.  
(Repeat as above)

The chickens on the boat flapped, flapped, flapped  
(Repeat as above)

The sheep on the boat went bleat, bleat, bleat  
(Repeat as above)

The pig on the boat mucked about  
(Repeat as above)

The dog on the boat teased the cat  
(Repeat as above)

The cat on the boat chased the rabbit  
(Repeat as above)

The rabbit on the boat hopped, hopped, hopped  
(Repeat as above)


The children on the boat squabbled, squabbled, squabbled  
(Repeat as above)

The boat tipped over and they fell in the water  
Fell in the water, fell in the water  
The boat tipped over and they fell in the water  
And they all got wet.

They went to the house and all had tea,  
All had tea, all had tea.  
They went to the house and all had tea,  
All had tea together.

**Teacher Note:** Add each felt or magnetic figure to the storyboard as it is mentioned in the song.



	<p style="text-align: center;"><b>This Is the Way</b> (Sing to tune of Mulberry Bush and match actions to words)</p> <p>This is the way we wash our face, wash our face, wash our face. This is the way we wash our face so early in the morning.</p> <ul style="list-style-type: none"> <li>• This is the way we wash our hands, etc.</li> <li>• This is the way we brush our teeth, etc.</li> <li>• This is the way we wash our hair, etc.</li> <li>• This is the way we wash our car, etc.</li> <li>• This is the way we mop the floor, etc.</li> </ul> <p><b>Teacher Note:</b> Invite children to contribute by adding additional items to wash.</p> <hr/> <p><b>Benchmarks:</b> <b>5.8 Participates in group discussion</b> <b>5.9 Uses language to problem solve</b> <b>3.5 Understands that print conveys a message</b></p> <p><b>Activity: We Use Water Every Day</b></p> <ul style="list-style-type: none"> <li>• Gather chart paper and markers, or use marker or chalk board.</li> <li>• Present this situation to the children: What if we had no water in our classroom?</li> <li>• Allow several responses.</li> <li>• Invite children to identify the different ways water is used in our classroom each day. Examples: wash hands, flush toilet, wash dishes, play in, mix paints, mop floor, drink</li> <li>• Record their responses on chart paper.</li> <li>• Invite children to help you read back what they have said.</li> </ul> <p><b>Teacher Note:</b> Consider repeating this activity, changing it by asking children to discuss the different ways water is used in their homes.</p>
 <p><b><u>Science / Discovery and Math</u></b></p>	<p><b>Benchmarks:</b> <b>3.19 Shows interest in exploring the environment</b> <b>3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)</b> <b>3.21 Uses words to describe the characteristics of objects (scientific process: communicating)</b> <b>3.22 Makes comparisons (scientific process: comparing)</b> <b>3.23 Shows awareness of cause – effect relationships</b></p> <p><b>Activity: What holds water?</b> (Small Group Activity – 3 to 4 children)</p> <ul style="list-style-type: none"> <li>• Gather items such as measuring cups, slotted spoon, aquarium nets, small pitchers, sieve strainer, margarine tubs, soup ladle, funnels and detergent scoops.</li> <li>• Prepare a water table or dishpan 1/3 full of water.</li> <li>• Provide plastic aprons or old shirts for children to wear and sponges and/or towels for cleaning up water spills.</li> <li>• Make a chart with two columns. Head one column “Will Hold Water” and the other, “Will Not Hold Water.”</li> <li>• Show the children one item at a time, help them name the item, and ask them to</li> </ul>



predict which item will hold water and which will not. Record their predictions on the chart in the correct column.

<b>Will Hold Water</b>	<b>Will Not Hold Water</b>
measuring cup	aquarium net

- Place the items in the water table or tub.
- Allow children to experiment with the items, observing them as they play with them in the water. Listen to their comments.
- Ask a child to retrieve from the water table a specific item such as a measuring cup and read from the chart, "You predicted that the measuring cup would hold water. Was your prediction correct?"
- Repeat this process with each item in the "Will Hold Water" column.
- Focus on the "Will Not Hold Water" column next and repeat the process.
- Ask children to explain why some of the items did not hold water. (holes)

**Activity: Sink or Float**

- Gather objects such as a cork, small plastic scoop/cup, Ping-Pong ball, golf ball, toy car, clothespin, key and rock.
- Prepare a Sink or Float chart and laminate it or cover it with clear adhesive paper.

<b>Sink</b> 	<b>Float</b> 

- Prepare a water table or dishpan 1/3 full of water.
- Provide plastic aprons or shirts for children to wear, sponges, and towels for wiping up splashes and spills.
- Introduce the chart and assorted objects to the children. Hold up one item at a time and allow the children to predict if they think the object will sink or float by a thumbs up or thumbs down sign. Lay the items on the chart in the appropriate column.
- Allow the children time to examine and experiment with the objects to test their predictions and see if the items sink or float.
- Extend the activity by allowing children to pick up items with tongs or aquarium nets as they experiment in water play.

**Teacher Note:** If the term "float" is new to the children, explain it as objects that stay "on top of the water" or do not "go to the bottom." At this level no attempt should be made to deal with the complexities of why objects float or sink.

**Teacher Note:** When introducing this activity, assure all children that they will have an opportunity to play the "Sink or Float" game and plan so that all children have a turn.

**Activity: Making Goop** (Small Group: 4 to 6 children)

- Gather cornstarch, water, bowl, spoon, food coloring (optional)
- Introduce the ingredients cornstarch and water to the children.
- Invite the children to feel the cornstarch and discuss how it feels.
- Allow the children to help measure equal parts of cornstarch and water and pour into a bowl.
- Allow the children to take turns stirring with a spoon, then mixing with their hands.
- Provide time for each child to manipulate the goop.

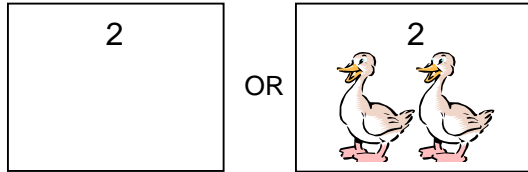
- Encourage the children to discuss how the goop feels, and what they can do with it.
- Extend the activity by making three batches of goop; one red, one yellow and one blue.
- Allow children to mix small amounts of yellow and blue goop with their hands and observe what they say as they make green. Continue the process using blue and red to make purple, and red and yellow to make orange

**Benchmarks: 3.13 Demonstrates one-to-one correspondence**  
**3.14 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship**

**Activity: Catching Six Little Ducks** (Small Group Activity: 3-5 children)

- Create 6 cards with a numeral, from 1 to 6 on each card. Laminate or cover the cards with clear adhesive paper.
- Place six small rubber ducks and an aquarium net in the water table.
- Show a numeral card and invite a child to place the correct number of ducks on the card.
- Repeat this with the other children.
- Help children be successful with this activity

**Teacher Note:** Consider making two sets of numeral cards. On one set, write the numeral and draw a corresponding number of ducks on the card. Invite the children to place each duck on a drawing. This is for children who may be ready to demonstrate one-to-one correspondence, but do not yet understand number (how many) and numeral (3 is a numeral) relationship.



**Movement/**  
**Physical**  
**Education**

**Benchmark: 4.12 Shows balance and coordination**

**Activity: Crossing the Alligator River**

- Create a log across the alligator river with a balance beam or strip of masking tape about 10' long.
- Have children sit on either side of the log.
- Explain to children they are going to pretend that the balance board or tape is a log on which they must walk in order to cross the alligator river.
- Invite the children, one at a time, to walk across the alligator river.

**Teacher Note:** Assist children who need help with balancing by holding their hand as they walk, for example. As children become skilled at balancing, suggest that they vary their movement by walking forward, backward, or sideways across the river.

**Benchmark: 4.11 Runs, jumps, hops and skips**

**Activity: Jumping the Creek**

- Place two pieces of rope (5-6' lengths) parallel on the floor or ground. Explain to children that this is a creek.
- Invite children, one at a time, to jump over the ropes
- Increase the distance between the ropes as children become more skilled at jumping.

**Teacher Note:** Refer to the topic of study, "Rain," for information on jumping techniques. Extend the activity by using carpet squares (placed on top of a carpeted surface to lessen the chance of the carpet sliding) to represent stepping stones that go from one side of the creek to the other. One at a time, children jump from one stone to another until they reach the other side.

**Benchmarks:** 4.9 Freely participates in gross motor activities  
1.19 Works cooperatively with others on completing a task

**Activity: Row Your Boat**

**Row, Row, Row Your Boat**

Row, row, row your boat,  
Gently down the stream.

Merrily, merrily, merrily, merrily,  
Life is but a dream.

- Introduce the song, Row, Row, Row Your Boat, to the children and sing it with them a couple of times.
- Determine what children know about rowing. For example, ask the children, "If your boat doesn't have a motor, or your motor quits, how will you get to shore?" Introduce paddles as what we row with. Have a real paddle or a picture of one to show children.
- Explain that rowing takes two people working together. Have the children sit on the floor in pairs with their feet together and holding hands. Invite them to rock back and forth, keeping in rhythm with the tune as you sing.
- Speed up the tempo, singing "Hurry down the stream."



**Learning Centers**

**Benchmark: 2.10 Explores and manipulates art media**

**Art Center**

**Activity: Harry the Dirty Dog Art**

- Provide black and white paint, brushes and large sheets of paper at the easel.
- Cut out black and white circles of different sizes and put them in a container. Show them to the children and explain that they will be available in the art center for them to use in their creations.

**Activity: Water Mural**

- Invite children to create a wall mural about water. Provide a long strip (6') of butcher paper, nature magazines, scissors and glue. Explain that they can look through the magazines, find pictures about water, and glue them to the paper. Children who are inexperienced in using scissors can be helped to tear them out or you may want to cut out a selection of pictures in advance.

**Teacher Note:** Label the mural "Water." Invite children to dictate a sentence about their pictures. Post the mural on the wall at child's eye level. This activity may take place over several days so that each child has an opportunity to contribute. This is a "child choice" activity, not an activity where all of the children sit at the table and do this activity at the same time.

**Activity: Watercolor Paints**

- Provide watercolor paints, fine paint brushes, paper and water in small cups. Introduce the paint to the children and demonstrate how to rinse brushes between colors. Allow children to experiment with the paints.

**Teacher Note:** Add different types of paper for watercolor painting. For example: newsprint, coffee filters (shaped like fluted-edged baskets and flattened into circles), poster board or card stock. Call children's attention to the different rates of absorption that occurs.

**Activity:** Crayon Wash

- Provide children with wax crayons, white paper and blue watercolor or tempera paint. Invite them to create a design or picture with the wax crayons. Encourage them to color solid areas, "pressing down real hard." Ask children to use a large brush to cover the entire surface of the paper with the blue paint.

**Teacher Note:** The waxy crayons will repel or turn away the water, which settles in between the crayon designs. This looks like water.

**Teacher Note:** Keep in mind that your role is to provide the materials and make sure children know the proper way to use them. Allow the children to use the materials in their own creative way.

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#### **Block Center**

- Add toy boats to block center. Post pictures of bridges over water. Add blue paper or a blue towel for water.
- Make heavy cardboard paddles (18" in length) and place in block center. Introduce paddles to children and discuss their use and how to play safely with them.
- Place a life jacket in the block center.

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#### **Library/Book Corner**

- Add books about water.
- Add pictures of water (lamine or cover pictures with self stick adhesive)
- Add felt or magnetic board and story figures of the stories, *Mr. Gumpy's Outing* and *Harry the Dirty Dog*, and the rhyme, Jack and Jill

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**Benchmarks:** 2.1 Shows creativity and imagination in play with materials and props  
2.2 Participates in dramatic play themes that become more involved and complex  
2.3 Assumes various roles in dramatic play

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#### **Home Living/Dramatic Play**

- Place a life jacket in the home living/dramatic play center after introducing it to children in either large or small group. Invite the children to share what they know about life jackets. Discuss with them the importance of wearing the jackets when they are on a boat or near water, for example.
- Add the Harry the Dirty Dog Prop Box to the home living area.
- Add the Tea Party Prop Box to the home living area. Keep the box in the area throughout the study of the topic or as long as the children enjoy it. It can always be added at another time.

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**Benchmarks:** 3.20 Uses senses to learn about the characteristics of objects and to collect data (scientific process: observing)  
3.22 Makes comparisons (scientific process: comparing)  
3.23 Shows awareness of cause-effect relationships

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#### **Sand Table or Tub**

- Place props such as gelatin molds, muffin tins, cookie cutters, and measuring cups in sand area.
- Introduce the props to children and ask them to predict what they think will happen if water is added to the sand.

- Allow the children to add water to the dry sand so that it is damp enough for children to make molds with the props
- Observe as children use props in the damp sand.

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**Water Table or Tub**

- Place items such as egg beater, wire whisk and plastic squeeze bottles in the water table/tub and allow children to explore with them..
- Invite children to predict what they think will happen as you prepare to add soap flakes to the water table/tub. Add soap flakes. Listen to and observe children and invite them to discuss what is happening as they use the egg beater, wire whisk and plastic bottles in the soapy water.
- Add a washable dog and a brush to the water table.
- Add small plastic boats to the water table.
- Add foam or rubber alphabet letters and an aquarium net to the water table. Involve children in fishing for the alphabet and naming the letters they catch.

**Additional Benchmark: 3.7 Identifies letters and signs in the environment**

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**Science/Discovery**

- Add the wave bottle and invite children to move it and shake it and watch the waves in the bottle.
- Add glitter bottle and invite children to shake it and see what happens.
- Collect four or five clear water bottles of same size. Remove labels. Add different amounts of water to each one, from empty to full. Mix up the bottles and ask children to put them in order from empty to full.

**Additional Benchmark: 3.14 Demonstrates the ability to order and sequence**

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**Quiet Corner**

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

**Teacher Note:** Make sure this area can be supervised by the adults in the classroom at all times.



**Transition Activities**

**Activity: Good Listening Mist**

- Take a clean spray bottle, fill it with water and put the tiniest drop of mint or cinnamon flavoring in it. (Please check for allergies first).
- When the children are ready to listen, point the spray at the ceiling and let the mist fall down on the children lightly with a lovely smell.

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**Activity: Name Card**

- Use name cards for transition times. For example, show a name card and help child identify his/her name, then go to the next activity.
- Continue this with all children.

**Teacher Note:** Children will quickly learn to recognize own and other's name cards.



**Family  
Activities**

Send home a note to families stating that for the next few days, the children will be learning about water. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of water scenes from sources such as magazines and calendars or family pictures.
- Include the titles and authors of some of the children's books about water. Suggest that families look for these books in the local library, check them out and read them with their child.
- Invite parents to bring a life jacket for children to use in dramatic play.

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Send home water safety information such as:

- **NEVER** leave children unattended around water. This includes children in the bathtub.
- **ALWAYS** put on life jackets if you are in a boat.