**Name:** Andrea MacMurray **Grade:** Older Preschool

**Subject Area:** Creative Expression/Aesthetic Development

**Specific Topic:** Sensory-Water Table

**Length of Time:** 10 minutes **Date Taught**: 4/7/11

**Purpose**: For the children to touch and manipulate blocks within the water table.

**Curriculumn Standards:**

NH Early Learning Guidelines

Creative Expression/Aesthetic Development

Curiosity: children’s ability to explore the world with a sense of joy, confidence, and wonder.

**Objectives**:

1. The children will be swishing their hands around in the water.
2. The children will be picking up blocks, floating blocks, and sticking blocks together.

**Background Knowledge Needed:** What objects have the children been using in the sensory table recently? Would it be beneficial to change the objects or continue the same to see if the children could make the correlation of sand/water? For instance filling the cup up with sand would be heavier than water. The children could compare and contrast the experiences. How often have the children played in the water table? Was it recently? Who tends to gravitate towards the water table? Who does not? How might I entice them to explore?

**Materials Needed:**

1. Sensory Table
2. Water
3. Blocks

**Student Grouping**: Open during choice time. 4 > at a time.

**Preparation for Experience:**

1. Pour water into the sensory table
2. Put blocks in the sensory table

**Outline of Experience:**

**Introduction**: Today we are going to explore the water table! What have you done before in the water table? Today there are going to be these blocks in the table. What do you think is going to happen with these blocks when they are in the water? I am also going to put these cups in the table. What might you do with a cup in the water table? What might be a safety concern while at the water table? (Keeping water in table so no one slips) The water table will be open for your exploration during choice time.

**Body of the Lesson:** I will be conversing with the children while they explore. I will ask questions such as: How does the water feel? When have you felt water before? What temperature do you think the water is? I see that you are scooping the water up with that cup; what will you do next? What is happening to that block? How did that happen? Tell me about what you are finding out.

**Conclusion**: You are all done? How about you go get a paper towel and dry your hands off.

**Assessment Plan**: I will be able to see if my objectives have been met by my anecdotal notes of conversations while at the water table. I will also take photo documentation to document who worked at the sensory table, who scooped, squeezed and manipulated various objects in the water.

**Child Guidance/Classroom Management Plan**: I will manage this activity by limiting the amount of children. Less than four will give each child room around the table to explore.

**Adaptions and Modifications**: There are no specific modifications. Each child is going to take this activity to where they want to go. Some are going to love the way it feels and hope to continue it for a long time, others are going to touch it and quickly want to dry their hands, and some are going to be in between.

**Extension Plan**: The children could extend this activity or relate it to their own personal experience with water. The children could draw a picture and or dictate a story to a teacher about a prior experience with water.