

Reading Assignment

Toddler Group Time Example: Exploring Water



Group Times With Materials: Exploring Water

From *Lesson Plans for a Strong Start: The First 30 Days for Toddlers* by Christine M. Snyder

KDIs

- 1. Initiative
- 22. Exploring objects
- 29. Filling and emptying
- 35. Cause and effect

COR Advantage items

- A. Initiative and planning
- CC. Experimenting, predicting, and drawing conclusions

Materials:

Water table or small tubs, room temperature water, sponges (new or clean and sanitized), scoops, towels

Let the children know that they are going to explore something new. You might want to cover children in bibs or paint smocks or simply remove their clothing so it doesn't get wet. Lead children to the water table and assist them in finding a spot where they have enough space to explore. An alternate idea would be to spread towels on the floor to avoid slipping and put small bins of water on the towels. Allow the children explore the water at their own pace. Some children might excitedly splash both hands in the water and some might slowly dip a finger in and pull it back out. As children explore the new material, offer scoops or sponges as another way to see what they can do with it. Accept each child's individual level of comfort with participating.

Group Times with Materials: Exploring Water (continued)

Scaffolding Learning at Each Developmental Level		
Earlier	Middle	Later
<p>Children may Need assistance in gaining access to the water. Independently explore the water; squeeze the sponges, bring them in and out of the water and react with babbling.</p>	<p>Children may Access the water independently and engage at an individual pace. They may choose to splash the water with both hands, dip one hand in, or observe how others are playing in the water.</p>	<p>Children may Independently access and explore the water, or observe others and try out the ways they are playing in the water. They may suggest ideas to others, add tools to support their play, or describe what they are doing with simple words or phrases.</p>
<p>Adults can Observe each child’s reaction to the sensory experience and describe their verbal and facial expressions (e.g., “You looked surprised when you touched the cool washcloth” or “Splashing the water makes you giggle!).</p>	<p>Adults can Comment on how they choose to explore the water and their reaction. Acknowledge the children’s feelings about what occurred. “You were so excited to splash in the water. Some water landed on your face and that surprised you!”</p>	<p>Adults can Scaffold children by narrating their actions and describing the outcomes of how they explore (e.g., “You’re splashing the sponge in the water. You squeezed it and the water dripped onto your toes”).</p>

As children begin to lose interest, let them know that you’re going to start cleaning up by drying them off and putting dry clothes on them. Invite children to assist in the cleanup process by offering them small towels or washcloths to start drying their arms, the table, or the floor around the play space.