# Name or Title of the activity: Date: August 10th, 2019

Created by Juanita and Christine.

**Ocean Wonders Water Table**

**Reference for the activity:**

Avender, P, (2019). ECC 124, Science handouts given out in class.

Deitze, B & Kashin, D, (2019). Playing and Learning in Early Childhood Education. Toronto, (Second Edition). North York, Ontario: Pearson Prentice Hall.

Galloway, R, (2001). Fidgety Fish. Wilton, Connecticut: Tiger Tales.

Jablonsky, A, (2003). Discover Ocean Life. Lincolnwood, Illinois: Publications International, Ltd.

Rookie Parenting Science, (2019). Retrieved from https://www.rookieparenting.com/do-grapes-sink-or-float-salt-water-density-experiment/

**Description of the activity:**

An indoor discovery water table filled with ocean creatures and ocean elements. The children will be able to explore the table hands on. Experience a variety of textures the ocean offers, engage with the ocean movement, and observe the creatures in their nature environment**.**

# How does this activity support your philosophy on children’s exploration play?

The discovery ocean water table brings the ocean life to the children’s fingertips while they are inside their classroom. Through their exploration play the children engage with their senses visually and by touch. “Children engage in play when they are in the right environment, simply for the pleasure of the experience. If children get pleasure from the experience and the materials remain available, they may repeat the play again and again” (Deitze, B & Kashin, D, (2019), p, 55).

**Preparation/equipment/material needed:**

**Table equipment and materials:** Clear bin or sensory table, water, stand, small and large rocks, shells, diamonds and gems, driftwood, plastic ocean creatures, beach glass, mirror.

**Salt water science experiments:** Container with lid, water, salt, small tasting plastic cups. 2 glass jars, water, salt, grapes, spoon.

**Exploration play tools:** Magnifying glass, tweezers/tongs, smock/apron.

**Clear up equipment:** Towel to dry hands, towel to wipe the floor, table cloth/towel to cover the floor.

**Expected set-up time:** 15 minutes. (ocean items previously collected)

**Location of activity:** Inside the classroom on a table.

**Approximate time/ length of this activity:** 15 minutes – open-ended.

**How will you pique children’s curiosity and introduce the activity:**

We will introduce the discovery table by piquing the curiosity of a child, which will lead into other children to become curious.

“Hey little Jimmy did you see we brought the ocean to our classroom today? Come see”.

“What do you like at ocean Jane?’.

How does this activity support children’s **learning and development**? ***Use the Developmental Continuum for ages 3-5 for at least 1 of your objectives. If room include more than one objective.***

According to: A framework for Ontario early childhood settings,

Physical: 5.3 Fine Motor Skills - tool use. Pincher grasp, along with tweezers and tongs use through exploring the items in the discovery table.

Cognition: 4.5 Observing – using all senses to gather information while observing. Through touching the items, smelling and tasting the water, hearing the ocean, and visually observing.

 ***Include one Living Inquiry Pathway from BCELF***

According to: Early Learning Framework – Well-being and belonging.

* Interests and inquiries.
* Joy in relationships with people, place, materials and ideas.

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 **How will you transition the children to the next activity?**

We will let the children know it will soon be time for story time. “Children, in about 5 minutes we will be getting ready for story time. Today we will be reading books about the ocean. We would like to let you know, the discovery ocean water table will be available to explore later again today!”. Then together with the children we will close the discovery table, dry hands and dry the floor. Then off to the carpet for story time.

Mentor Approval:

Date of Approval:\_

**Student Evaluation:** Part A: What worked? (Connects directly to your objectives above)

Part B: How would you alter/change/expand this activity the next time you offer it?

**Comments** made by the children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_