

## Lesson 7: *The Water Song*

Content Area: Science/Exploration and Discovery

Book of the Day: *A Cool Drink of Water* by Barbara Kerley

Poems and Songs: "There's A Bubble in the Air" and Bubble Float

Vocabulary Words of the Day: water, wet, touch

	Activities:	Materials Needed:	Opportunities for Interaction:	Standards/ Learning Outcomes:
Birth to 18 months:	<p>a. As you prepare the bubble mixture, explain the steps that you are taking. You will squeeze a few drops of dishwashing liquid into a cup and add water as you fill half the cup with water. <b><i>Focus on exaggerating the sequence of steps to encourage the child to watch and engage.</i></b></p> <p>b. Recite the chant as you blow bubbles in the air. Encourage your child to reach for bubbles, touching them and popping them. <b><i>Your child will practice developing his/her motor movements and you introduce water as a liquid to your child.</i></b></p> <p>c. Encourage your child to blow bubbles- if they are able to. Model for your child. <b><i>This helps your child understand that their actions illicit responses and you are introducing new words.</i></b></p>	<p>a. container with tap water, dishwashing liquid, measuring cups and spoons, pipe cleaners, bubble wands, bubble mixture</p> <p>b. "There's a Bubble in the Air" <i>To the tune of: Pop Goes the Weasel</i></p> <p>There's a bubble in the air, in the air. There's a bubble in the air, in the air. There's a bubble over there, there's a bubble in the air. If we touch it, it won't be there. There's a bubble in the air. POP!</p>	<ul style="list-style-type: none"> <li>• "I am squeezing four drops of soap in the cup. Then, I am going to pour water in the cup until it is half full. Now, I am going to stir the soap and water together. Do you see the bubbles in the mixture?"</li> <li>• "I am going to dip the wand in the bubble solution. Can you help me count the number of bubbles that we see when I blow on the wand?"</li> <li>• "The bubbles move in the air. They float up and then down. Do you think you can catch a bubble in your hands? Let's try. When you try and catch a bubble, and touch it, it pops!"</li> <li>• Recite the bubble song for your child. Add hand gestures and large body movements.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Communication</li> <li>✓ Listening</li> <li>✓ Understanding</li> <li>✓ Vocabulary</li> <li>✓ Pays attention and exhibits curiosity in people and objects</li> </ul>

a. Introduce *The Water Song* video.

b. As you prepare the bubble mixture in a small bowl, explain the steps that you are taking. You will squeeze a few drops of dishwashing liquid and a few drops of food coloring into a small bowl. Then, you will add water as you fill half the bowl with water. Pour the bubble mixture into a larger tub; whisk until bubbles form. Allow your child to whisk the liquid. Discuss how the bubbles are forming as he/she is whisking the liquid. ***Your child will learn about cause and effect as they observe the process of making the bubble mixture, whisking the mixture, and seeing how bubbles form.***

c. Recite the chant as you blow bubbles in the air. As you chant, focus on descriptive words like: wet, soft, etc. Encourage your child to reach for bubbles, touching them and popping them. ***Your child will practice developing his/her motor movements and you introduce water as a liquid to your child.***

a. *The Water Song* video; pictures of children, adults, vegetables, fish, bowl, cup, plants, puppy, pencil

b. tap water, dishwashing liquid, measuring cups and spoons, pipe cleaners, bubble wands, bubble mixture, small bowl, large tub, whisk, food color

c. "Bubbles Float"  
To the tune of:  
*Pop Goes the Weasel*

All around us bubbles float, bubbles float, bubbles float.

All around us bubbles float, bubbles float, bubbles float.

Pop Goes the Bubble!

- Explain to your child what is happening in the video. Explain how the potatoes are talking about the importance of water and people need it to survive. As you co-view, point out the different ways that they drink water in the video.

- Look at the different magazine pictures and explain which pictures are of living and non-living things. Then talk explain that living things (people, animals, plants) need water to survive and non-living things do not.

- "When I whisk the bubble mixture, the liquid changes. At first you couldn't see bubbles, but then they formed. They formed as a reaction to the whisking."

- "When I squeeze the bubbles in my hand, they pop. They also pop when I poke at them with my finger. Why don't we try this together? What do the bubbles feel like? Are they hard? Are they soft?"

- "Let's try and collect bubbles in our hands. How many can we catch together?" (Count the bubbles.) Ask, "What happens when you blow on the bubbles? Do they float or do they pop?"

- ✓ Communication
- ✓ Vocabulary
- ✓ Uses senses to explore people, objects, and the environment

a. Introduce *The Water Song* video.

b. You will explore together the properties of water and you can teach your child descriptive words that he/she can use to talk about water. You can tint different tubs of water different colors and you can experiment with introducing primary and secondary colors. You can also observe water running through a colander. Discuss how the water disburse through the colander. ***Focus on exploring the properties and characteristics of water.***

a. The *Water Song* video.

b. sensory tub, tap water, ice cubes, measuring cups, two buckets, food color, colander

- Explain to your child what is happening in the video. Explain how the potatoes are talking about the importance of water. After you view the video, walk around the house together to find who or what needs water to live and grow.
- Teach your child descriptive words that he/she can use to talk about water. This can include what the water looks like (i.e. clear) and how it feels (i.e. cold) but also how your child interacts with the water (i.e. splashing, pouring, drizzling).
- Explore water at different temperatures and observe ice as it melts.
- Ask your child, "Can you fill the colander with water by dipping it into the water? What happens to the water?"

- ✓ Communication
- ✓ Language
- ✓ Literacy
- ✓ Shows interest in colors, shapes, patterns, and pictures

- a. Introduce *The Water Song* video.
- b. Read and discuss the book, *A Cool Drink of Water*, by Barbara Kerley.
- c. Go outdoors. Grab a large empty box, small bucket of tap water, a few paintbrushes, and a roller or two. Work together to “paint” the box. Your child can paint in any direction he wants to and can paint with any tool. ***You are helping your child to develop his gross motor skills and cooperative skills.***

- a. *The Water Song* video.
- b. *A Cool Drink of Water* by Barbara Kerley; a phone or camera to take pictures, or paper and crayons
- c. large empty box, small bucket, tap water, two paintbrushes, two paint rollers

- Explain to your child what is happening in the video. Explain how the potatoes are talking about the importance of water. After you view the video, walk around the house or yard together to take photos or draw pictures of living things that need water to live and grow.
- Do a “picture walk” as you share the cover, title, author and illustrator and browse through the pages of the book.
- As you share the book focus on—the beautiful pictures of people all around the world drinking water in different ways. Ask your child, “What did they put the water in to drink?” Make a list of the responses. Ask, “Do we have pictures of things that hold water here around the house?” Together decide if you will take pictures of objects or draw them as you list them.
- Work together to “paint” the box. Help him reposition his hand as they grab the tool.
- Ask questions as you work together. “Which tool can we use to paint the box the quickest? Is the paint like water? Does it feel like water? Does it look like water? How are they different?”

Preschool Texas Essential Knowledge and Skills (Prekindergarten TEKS):

- ✓
- VI.A.1 Child observes, investigates describes, and discusses properties and characteristics of common objects

a. Introduce *The Water Song* video.

b. Read and discuss the book, A Cool Drink of Water, by Barbara Kerley with your child.

c. You will explore together whether objects will sink or float when they are placed in water. Before placing each object in the water, have your child predict if it will sink or float. **Focus on exploring properties of items. What affects if they will sink or float? Is it their color? Is it their shape? Is it how much they weigh?**

d. Work together to perform an experiment that will happen over a period of three days. You will observe how celery stalks absorb water. Place three different colors of food coloring in three different clear plastic cups. Add tap water and stir. Place one celery stalk with leaves in each cup. Each day, take time to observe how quickly (or slowly) the colored water moves up the celery stalk. **This activity will help you investigate, describe and discuss the properties and characteristics of water.**

a. *The Water Song* video  
Words to the *Water Song*:  
"I can't live without my water.  
Water is the drink for me.  
**And the best part is, it's free."**

b. A Cool Drink of Water by  
Barbara Kerley

c. sensory tub, tap water,  
measuring cups, two buckets,  
food color, items that sink (i.e.  
rocks, pennies) and items that  
float (i.e. petals, paper, straws)

d. three clear plastic cups, three  
celery stalks with leaves, food  
coloring, tap water

- Explain to your child what is happening in the video. The potatoes share how water is important to us.

- Explain how water is very important in our lives. After viewing the video, share the following verse with your child. **Write different endings to the last sentence.**

- Do a "picture walk" as you share the cover, title, author and illustrator and browse through the pages of the book. Talk about the pictures of people around the world collecting water, drinking water, and using water. Together, list some ways that you have seen this happen in your home or neighborhood.

- "Show me something that you think will float in the water. Why do you think it will float? Let's test your hypothesis." Repeat a similar experiment, "Show me something that you think will sink in the water. Why do you think it will sink?"

- Ask your child questions about the observations. "What do you see?" "How are the stalks of celery the same? How are they different?" "What do you think is happening?"

- Ask your child questions about his observations. "What do you notice about the water? What parts of the celery are changing colors? Is it the stalk? The leaves?"

Preschool Texas Essential  
Knowledge and Skills  
(Prekindergarten TEKS):

- ✓ VI.A.1 Child observes, investigates describes, and discusses properties and characteristics of common objects

Special Needs:	<p>a. Work together with your child to cut out a picture of an item that needs water in order to grow (i.e. grass, flower, vegetable, tree etc.). Glue the shape to a piece of white paper. Clip this paper to an easel or tape it to a wall outside. Protect the floor with a plastic sheet. Encourage your child to squeeze the eyedropper or the trigger of the spray bottle to mimic “rain” on the picture. Talk with your child about how plants need water to survive. <i>This activity helps your child develop his/her pincer grasp. The child may start using the first and second fingers along with the thumb when learning to manipulate the eyedropper. As he/she builds strength, encourage him/her to use only his/her thumb and pointer.</i></p>	<p>a. assortment of construction paper, scissors, glue, tape, easel( if available), plastic sheet, plastic cup, tap water, blue food coloring, eyedropper, plastic spray bottle</p>	<ul style="list-style-type: none"> <li>• Talk with your child and encourage him/her to find pictures in the magazine. “Why don’t we look at the magazine together. We can find pictures of plants, flowers, and trees that need water to survive, thrive, and grow.”</li> <li>• Explain that plants need water, sun, soil, and care to grow.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fine Motor Skills</li> <li>✓ Following Directions</li> <li>✓ Sensory Integration</li> </ul>
Family Assignment:	<p>Mister Rogers shares, “Preschoolers are naturally curious creatures. They’re engaged in a love affair with the world—as if they’ve suddenly opened the front door of their home and discovered there’s a whole world in front of them. Even the tiniest things become fascinating to them. At this age, they’re scientists, observing and experimenting. What a gift it is to us grownups, to see the world through our children’s eyes!”</p> <p>As a family, take neighborhood walks and explore the world around you. Show an appreciation of your child’s questions. Remember, if you can’t answer their questions, it’s okay to say, “I can’t answer that just now. Let’s talk about it later,” or “I don’t know the answer, but why don’t we research and see how we can find the answer together.”</p>			
Resources:	<ul style="list-style-type: none"> <li>• For <i>The Water Song</i> video and additional activity ideas, visit: <a href="http://www.klrn.org/healthy-kids">www.klrn.org/healthy-kids</a></li> </ul>			