SUPPLEMENTAL UNIT: OCEANS AND SEASHORES–WEEK 2

Let's Find Out About It: Saltwater and Freshwater

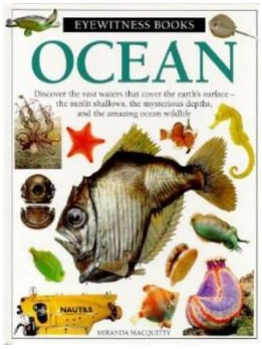
Standard Connection:
ELA.RI.PK4.7, 10
S.PS.PK4.1-2, 3b
SS.OW.PK4.2

Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
• *Eyewitness Books: Ocean* or any Ocean non-fiction book • clear containers for water • water • salt • two small bars of soap • plastic spoons	**density:** the state of having parts close together with little space in between **freshwater:** water that is not salty **prediction:** trying to tell what will happen in the future **saltwater:** water that contains salt or has had salt added to it	

Let's Find Out About It:

Preparation: *Set up materials. One container will have freshwater, and the other will have saltwater. Make salt water ahead of time by simply dissolving a few tablespoons of salt in one cup (or adjust to your proportion of water) of tap water until it's completely dissolved.*

"The ocean is made of water, but the water in the ocean is different than the water we drink. The water in the ocean is called ***saltwater***, and the water we drink is called ***freshwater***. The animals in the ocean can live in the salty water, but land animals and people cannot and should not drink it." "How does the water in these containers look different? How is it the same?"	**Show** children two clear containers of water. **Children respond.**
"***Freshwater*** and ***saltwater*** taste different. What do you notice?"	Have children taste the difference by **dipping** spoons in the water.
"Remember our sink and float experiment? We will experiment again, this time using ***freshwater*** and ***saltwater***. Do you have any ***predictions*** about what will happen?"	**Drop** a bar of soap into each container. **Children respond.**

"If you had to guess why the object floated in the ***saltwater*** and sank in the ***freshwater***, what would you say?" "The answer is just one word—salt. When salt is dissolved in water, as in ocean water, that dissolved salt makes the water ***denser*** or thicker than it would be without salt."	**Children respond.**
"Because objects float better on a ***dense*** surface, they float better on ***saltwater*** than ***freshwater***. The ***denser*** the ***saltwater***, the easier it is for objects to float on top of it."	

Center Time Connections:

Saltwater Paintings:
Use saltwater and watercolors instead of tap water. When the paintings dry, they will have a salty residue.

Crayon Resist Paintings:
Children draw ocean scenes with crayons and then go over them with watercolors using salt water.

Small Groups Connections:

Sink and Float Experiment:
Children experiment with making boats that will float in water using recycled materials (small milk cartons, toothpicks, and paper for sails). Children will test their boats at the water table and record results in their Science Journals.