

TOPIC	ACTIVITY NAME
Getting to Know Our Classroom and Friends: Show Me How!	Investigating Adhesion

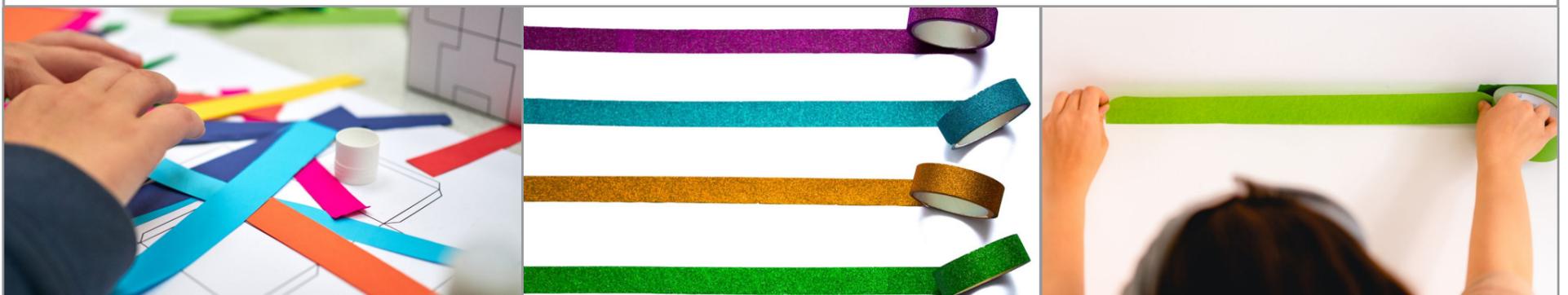


## OBJECTIVE

Children will use gestures and words to discuss their observations of how objects stick to tape. PS3/CD-S/A/1/b/Q1.1

## MATERIALS &amp; SET UP

- Roll of Painter's Tape
- Variety of small toys, manipulatives and scrap paper
- Basket
- Open the doorway or another area that is accessible and safe for the children, for example between two tables to stretch the tape. Consider your environment and what works best for the children when deciding where to stretch the tape.



## PROCEDURES &amp; TEACHER TALK

1. This is a good activity to do while the children are in centers/free play as you want the children to observe what you are doing with the tape so that it sparks their natural curiosity. Stretch the tape with the sticky side up in a variety of angles across the doorway or between two tables. It should look like a spiderweb when you are done. As the children become curious, they may begin to ask questions such as 'what are you doing?', or 'why are you doing that?' Say, "I am putting tape across the \_\_\_\_\_ for an experiment. What do you think will happen if I stick something from this basket to the tape?"
2. Pause to allow children to make their guesses. Respond appropriately then demonstrate by sticking an object to the tape. Say, "See how the \_\_\_\_\_ is sticking to the tape. A science word for sticking is adhesion. Adhesion means two different things, like the \_\_\_\_\_ and the tape, sticking to each other. Would you like to try sticking items to the tape?" If several children want to try, consider either adding tape to another area or visibly write children's names on a wait list.
3. Use a timer to let children know when to change. Help children mark through their names on the list when their turn is done, and ask them to call the next children on the list for a turn. Giving children a role in the process makes the transition easier for most to accept.
4. As the children try different items, observe quietly, and only step in if invited verbally, by eye contact or if you notice any frustration. Remember this activity is about exploration and observation so let it evolve authentically for the children. When engaged by the children, occasionally make comments describing what you see or provide open-ended prompts to encourage them to continue talking about their observations.
5. "Angela, you stuck the lego and a block to the tape. I see that the block fell off. What happened?"
6. Children may also want to try to stick objects that aren't in the basket. Allow for that flexibility and let them try objects that may not stick or will fall off. This provides an opportunity to compare the objects and talk about their differences.
7. When children are ready to move on to another activity or if using the timer, encourage them to talk about what they noticed about sticking the objects to the tape. You can say, "tell me what you observed or noticed about the objects you used?"

LEARNING SUPPORT

SOCIAL-EMOTIONAL DEVELOPMENT

- Some children may need the teacher to kneel behind them and use hand-over-hand physical support to successfully engage in sticking items to the tape. Be sure to narrate what you are doing with the child's hands while you are providing the physical support. With repeated practice, children will find success with the activity, and when they do you can gradually fade your hand-over-hand supports.
- Listen intently for opportunities to scaffold problem-solving if children need help especially if they want to try objects not provided in the basket.
- If children are looking around or otherwise not attending to the task ask, "Do you need help?" If they nod yes, point to your chin and say, "I need help." If they do not respond, say, "Please say the words, 'I need help.'" If children are using a picture exchange system or sign, prompt them to use the appropriate picture or sign to request help.

Children feel confident to take risks and try new tasks when teachers remain nearby to provide support and encouragement as needed. This supports a child's self-awareness.

@Home Connections

Teacher Reflections