



# Small Groups:

## Absorbency of Materials (*High Support*)

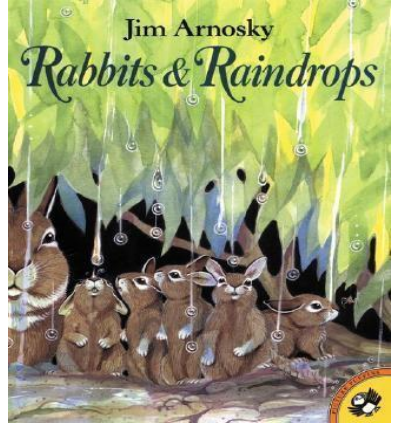
Standard  
Connection:  
ELA.W.PK.4.1b  
ELA.SL.PK.4.1  
S.PS.PK.4.1  
S.PS.PK.4.4  
PD.SHS.PK.4.5

**Enduring Understanding(s):**

- Living things respond in different ways to different kinds of weather.
- Gathering information helps us make decisions.

**Essential Question(s):**

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"><li>• <i>Rabbits &amp; Raindrops</i></li><li>• eye droppers</li><li>• small cups or shallow dishes to hold water</li><li>• paper</li><li>• variety of objects to test absorbency (small sponges, aluminum foil, cotton balls, fabric, construction paper, small Ziploc bags, etc.)</li><li>• paper plates or trays</li><li>• paper towels</li><li>• pencils</li><li>• clipboards</li><li>• washcloths</li></ul>	<p><b>eye dropper:</b> a small tube used to suck liquid</p> <p><b>absorb:</b> to soak up liquid</p> <p><b>waterproof:</b> keeps water out/off</p> <p><b>soak:</b> very wet</p> <p><b>record:</b> write something down</p> <p><b>results:</b> what happened</p> <p><b>experiment:</b> try something</p>	

### Procedure

**Preparation:** *Set up materials.*

**Procedure:** Show page in *Rabbits & Raindrops* that describes how rabbit fur is not **waterproof**. Remind children that the rabbits had to shelter under the hedge so that their fur would not **absorb** the rain and get **soaked**.

Tell children that they will **experiment** to find out how **absorbent** different materials are. Show and name the objects to be tested. Give each child an **eyedropper**, a paper plate (to place the objects on), and a small cup or shallow dish of water.

Demonstrate using the **eyedropper** ("Put the tip of the dropper into the water and then squeeze the other end. Let go slowly and that will make the water go up into the dropper. Now you can squeeze the water on the object you are testing.").

Give children objects to test. You may want to give the same objects to pairs of children so they can discuss the **results**.

Use concept-specific vocabulary to describe the **results** of the **experiment** ("Look how the water **soaks** into the cotton ball. The cotton ball is very **absorbent**." ) Encourage children to **record** the **results** of their **experiments** with drawings and words.