



Washing Stains

Standard Connection:

ELA.SL.PK4.2
ELA.L.PK4.1e
M.CC.PK4.1
M.CC.PK4.4
S.PS.PK4.2
PD.FM.PK4.3
VA.CR1a.1.PK
VA.CR2a.1.PK

Enduring Understanding(s):

- Different colors appeal to people's aesthetic sensibilities.

Essential Question(s):

- How do you make your thinking and learning visible to other people?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Dog's Colorful Day</i> dish detergent/hand soap/bar soap small containers or squeeze/spray bottles of liquid watercolor smocks white washcloths or towels dishpans, plastic tubs, or sinks goggles gloves 	<p>experiment: try something</p> <p>fade: to lose color</p> <p>predict: what you think will happen</p> <p>run: flow/move rapidly</p> <p>soapy: smooth and slippery as soap</p> <p>stain: a mark on something that is difficult to remove</p>	

Intro to Centers

Preparation: Be aware of sensory, skin, and eye sensitivities. Set up materials.

"In <i>Dog's Colorful Day</i> , what happened to Dog's fur when he went on a walk?"	Show illustrations. Children respond.
"Dog's fur was stained , so Vicky gave him a bath with soap and water. What do you notice?"	Show illustrations. Children respond.
"Here is a washcloth that is white like Dog's fur. I am going to stain it."	Show washcloth and small container of water. Squirt liquid watercolor on washcloth.
"Now I will put the washcloth in water. What do you notice?"	Children respond.
"The stain is beginning to run/fade , but not completely disappear. I'm going to put soap on the stain . What do you notice?"	Children respond.
"The stain is still not completely gone, so I'm going to rub the washcloth together. What do you notice?"	Children respond.
"Today in Science, you can experiment with washing out stains using soap and water."	Show materials.

During Centers:

Encourage children to experiment with adding more or less soap to the water, rubbing the stain harder, faster, slower, for a longer/shorter amount of time, etc. Compare and contrast Dog's bath to Peter's bath in *The Snowy Day* and the Hen's dishwashing in *The Little Red Hen (Makes a Pizza)*. Encourage children to collaborate (one child applies the liquid watercolor/soap, another child rubs the washcloth in water). Compare and contrast solid bar soap to liquid soap. Compare and contrast washing stains from washcloths to washing hands in the sink. Encourage children to use information they learn from Laundry Research to support their activity.

Guiding Questions During Centers:

- How did you remove the stain from your washcloth?
- What happens to the water when you add soap?
- When have you seen soap and water used to clean something (at a carwash, at a laundromat, etc.)?
- What happens if you don't rinse all the soap off?
- How is staining washcloths similar to or different from painting with watercolors?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to experiment with making bubbles using soap and water. Encourage children to make bubble wands of various sizes and shapes using pipe cleaners, straws, string, etc. and encourage children to notice how different bubbles are made with different tools.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of sizes, shapes, and scents of soap to meet children's fine motor/sensory needs.