

### Objective

**Rationale:** We have been working on the shoreline and the children had drawn water all over the shore, so the water that breaks on the shore is called a breaking wave. I thought that this would be an opportunity to introduce waves—starting with parts of the wave and how a wave is generated by wind (**objective**). Hopefully this will lead me to high tide and low tide for my next lesson.

### Preschool Standards

**Standard 2:** Engage in scientific theory-*show curiosity & inquiry in play through exploration (will explore to see how to make waves), ask scientific questions (how does wind make waves?), use observations in making predictions (use different tools to create wind; ex. Fan, blowing on surface with mouth)*

**Standard 3:** Explore physical properties of the world-*experiment with the effect of his/her own actions on objects*

# of children	Materials
5	<ul style="list-style-type: none"> <li>• “Ocean tub”-plastic tub that is simulated to show the shore and deep ocean</li> <li>• Plastic boat</li> <li>• Objects to create waves-fan, a ruler to create waves on the surface</li> <li>• Diagram/Books to show parts of wave</li> <li>• Aprons</li> </ul>

### Description of Activity

I would like to show a video of a wave crashing onto shore and pictures of waves. I would ask children if they know what makes a wave. I would ask them how we could make a wave inside of this “ocean tub.” I would use the plastic boat as a model for the children to view the water creates a “shape” so that I could go into giving them the vocabulary for parts of the wave. I will also give the children the opportunity to experiment with different tools to create waves.

	CREDE Standards
CREDE Standard	How will it be used
JPA Joint Productive Activity	Children will work together to create waves in “ocean tub.” Also maybe graph what tools made waves and if they were big or small.
LLD Language & Literacy Development	Introduction of crest, trough, breaking wave

<b>CTX</b> Contextualization	Relate to when they go to the beach and are on the shore. Where else do they see waves?
<b>COT</b> Complex Thinking	How are waves made? How does wind make the water move?
<b>IC</b> Instructional Conversation	This will come with the teacher asking questions and children providing answers or guesses. Instruction will come with the teacher providing directions to the activity. Teacher will support children's answers with more questions and answers. Experience the activity as the children do.
<b>MOD</b> Modeling	How to use tools to make the water move. Pointing out the parts of the wave as the surface of the water moves.
<b>CDA</b> Child Directed Activity	The children may use other tools to make waves

#### **Assessment**

Assessment will be made when children use language of parts of the wave. Also through the use of tools and having the children using the motion to create waves.

#### **Notes**