

Water Table: Full Cup [video]

About Empowering Preschool Quality (EPQ)

This collection was created to provide resources for early childhood professionals and the trainers providing professional development for them.

With the strong focus on early childhood education in recent years the EPQ Project is striving to meet the needs of teachers who are continually working to better serve young children. As the EPQ Project continues to grow, content will be added and revised as appropriate to meet the changing needs of teaching professionals and trainers.

As you explore this site, you will find a wealth of information including:

- [Video](#) examples of children and teachers in classroom settings that relate to specific
- Iowa Early Learning Standards ([IELS](#))
- Iowa Quality Preschool Program Standards ([IQPPS](#))
- National Association for the Education of Young Children ([NAEYC](#)) Standards and Accreditation Criteria
- A page for Trainers with resources to support their work

Although this work is based primarily on Iowa standards, the information contained in this web site is useful to early childhood professionals, consultants, or professional development providers outside of Iowa. The video examples illustrate high-quality preschool practices and will reflect the standards adopted by most states.

The EPQ Project was developed to help early childhood professionals and trainers achieve ever higher levels of excellence. You can help the EPQ Project achieve this by sharing your suggestions on how we can improve via our comment form.

NAEYC

Curriculum Content Areas for Cognitive Development: Science

2.G.02- Brenton has **opportunities...to learn key content and principles of science such as...structure and property of matter...**

Brenton fills a cup full of water using a baster. Ms. Wignall sees what Brenton has been doing and asks him how he filled the cup. He demonstrates his technique of using the

baster. Brenton observes that once the cup is full, no more water will fit inside of it and adding more water will make the cup overflow.

Curriculum Content Areas for Cognitive Development: Science

2.G.06- Brenton is **provided...opportunities and materials that encourages him to think, question, and reason about observed...phenomena.**

While Brenton fills a cup with water using a baster, Ms. Wignall encourages him to notice that the water looks like it is going up over the top of the cup. As the clip ends, Brenton observes this phenomenon on his own.

Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

3.G.02- Ms. Wignall **uses multiple sources (including...children's initiations and interests...) to...foster children's curiosity, extend children's engagement and support self-initiated learning.**

Ms. Wignall takes an opportunity to encourage Brenton to think about what happens when he fills a cup with water using a baster. She uses his actions as a springboard for further observation and learning as she deliberately draws his attention to the appearance of the water at the very top of the cup. She points out how the water can actually be seen above the top edge of the container and she encourages Brenton to squat down so that his eye level is even with the top of the cup, promoting close observation. Brenton shows Ms. Wignall how he fills and empties the baster and then continues to put water into the cup using the baster.

IELS

11.4-Scientific Reasoning

Children observe, describe, and predict the world around them.

Brenton **shows curiosity about...non-living things.**

Brenton and another boy play at the water table. Brenton fills a cup with water using a baster. When Ms. Wignall asks him how he filled the cup, he demonstrates his use of the baster. Ms. Wignall encourages him to look at the top of the cup at eye level to notice that the water appears to be going up over the edge of the cup. After Ms. Wignall moves away, Brenton puts more water in the cup and again looks at the top of the cup on eye level.

IQPPS

Curriculum Content Areas for Cognitive Development: Science

2.27- Brenton has **opportunities...to learn key content and principles of science such as...structure and property of matter...**

Brenton fills a cup full of water using a baster. Ms. Wignall sees what Brenton has been doing and asks him how he filled the cup. He demonstrates his technique of using the baster. Brenton observes that once the cup is full, no more water will fit inside of it and adding more water will make the cup overflow.

Curriculum Content Areas for Cognitive Development: Science

2.28- Brenton is **provided...opportunities and materials that encourages him to think, question, and reason about observed...phenomena.**

While Brenton fills a cup with water using a baster, Ms. Wignall encourages him to notice that the water looks like it is going up over the top of the cup. As the clip ends, Brenton observes this phenomenon on his own.

Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

3.16- Ms. Wignall **uses multiple sources (including...children's initiations and interests...) to...foster children's curiosity, extend children's engagement and support self-initiated learning.**

Ms. Wignall takes an opportunity to encourage Brenton to think about what happens when he fills a cup with water using a baster. She uses his actions as a springboard for further observation and learning as she deliberately draws his attention to the appearance of the water at the very top of the cup. She points out how the water can actually be seen above the top edge of the container and she encourages Brenton to squat down so that his eye level is even with the top of the cup, promoting close observation. Brenton shows Ms. Wignall how he fills and empties the baster and then continues to put water into the cup using the baster.

HSPS

1301.21(a)(4)(i) – Ms. Wignall **supports** Brenton's **learning using various strategies including experimentation, inquiry, observation, play, and exploration.**

Ms. Wignall takes an opportunity to encourage Brenton to think about what happens when he fills a cup with water using a baster. She uses his actions as a springboard for further observation and learning as she deliberately draws his attention to the appearance of the water at the very top of the cup. She points out how the water can actually be seen above the top edge of the container and she encourages Brenton to squat down so that his eye level is even with the top of the cup, promoting close observation. Brenton shows Ms. Wignall how he fills and empties the baster and then continues to put water into the cup using the baster.

HSCOF

Science

Scientific Skills and Measurements

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.

Scientific Knowledge

- Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.

Physical Health and Development

Fine Motor Skills

- Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.