Canvas; "the dirtiest "sshhh""

One hand engraving
Red in vitrine

Interview with those who 1/2 hour asking ... gathering things

When in Paris a century of everyone's
Thumb to make vitrine
molds to be placed in vitrine also

Red strings @ easel
bronze
commercial food
wall in lead foil

how to handle?

Lrg pc. of distinct engraving / wall paper

just make legs + hinge structure

Vitrine
instructions on reactivation of pc.
Proj. diorama
wall screen?

canvas
archive

person/lead how to attach
in archive 2 copies printed

view not in red
b/k

inventory list as screen print on wall

text: ~~and~~ "our contract" as flyer handout ~~on host and~~

Sshhh archive 22.02.13.73

Scientific knowledge is ultimately about drawing conclusions, and children engage in this process all the time. As explained earlier, they "assimilate" compatible information to confirm existing theories and "accommodate" conflicting information by altering those theories, although not always correctly (Piaget, 1950; 1955). Developmental research shows that preschoolers tend to reason by analogy. They recall a similar experience (comparable materials or events) and generalize to the new situation that confronts them (Russell, Harlen, & Watt, 1989). This may lead to the wrong conclusion, but its roots are traceable to the child's experiences and system of logic. For example, young children may wonder why a dish containing water earlier in the day is now dry. Based on their experience with sponges, they might conclude that the dish has absorbed the water. Or, having seen wet pavement dry in the sun after a rainstorm, preschoolers might reason that the water "floated" up into the air. In other words, their explanations about the natural and physical world make sense given their experience. And they are highly motivated to construct an explanation that resolves what they see with what they already know or believe.

The sand and water table offers children the opportunity to explore the features and processes of the natural and physical world.