



WEEK 2 Day 5

Discovery Table: Sand 2

Children continue to explore damp sand, using tools to manipulate the sand.
Additional materials may be added for children to find while digging.

Big Idea	A strong, interdependent community has qualities, such as: <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other.
Guiding Questions	What does it mean to be a member of a community? Why is collaboration and working together important?
Vocabulary	tools: objects used to accomplish something observe: to notice notice: to see, to pay attention to something search: to look for something describe: to tell what someone or something is like disappear: to go completely away, to become unable to be seen curious: interested estimate: to make a guess
Materials and Preparation	<ul style="list-style-type: none"> ● sensory/discovery table, or tabletop tubs ● sand ● sand table tools, such as cups and scoops, small shovels, and/or plastic spoons ● sieves ● water wheels ● buckets and/or other plastic containers ● spray bottles filled with water ● Sand Castle Procedure, from Week 1 ● gloves, optional <p style="margin-top: 10px;">Continue to keep the sand moist so that children are able to build with it.</p>
Intro to Centers	<p style="text-align: center;"><i>What have you discovered at the Discovery Table so far? Today you'll find a few new tools there. Let's see what they are.</i></p>

	<p>Show the new tools. <i>What do you notice about these tools? How might you use them?</i> Harvest a few responses.</p> <p>Show any new tools, such as water wheels and sieves. Talk together about how they might be used. <i>You will continue to make discoveries about how you can use sand when it's wet and when it's dry.</i></p> <p><i>Make sure you are being safe with the sand; that means keeping it in the Discovery Table, so no one slips, and keeping it out of the air, so it doesn't get in anyone's eyes. Work with each other to figure out how to share the tools.</i></p>
During Centers	<p>As children are working, observe how they shape the sand; ask what they are discovering. Allow children to add water in small amounts; spray bottles are useful in helping to control how much water is added.</p> <p>Talk with children about what the different consistencies allow them to accomplish with the sand.</p> <p>Encourage children to work together and to be mindful about safety.</p>
Facilitation	<ul style="list-style-type: none"> ● Does the sand flow through the water wheel? Why or why not? ● What happens when you sift it? Why does some of the sand stay in the sifter (if it does)? ● How can you make the sand flow through the wheel or sieve faster or slower? ● Does the sand flow more easily when it is wet or dry? Why do you think? ● How are you sharing the tools in the sand table?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>Civics and Government Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes