

**WEEK 3 Day 2**

**Discovery Table: Sand and Beautiful Stuff**

Children freely make creations in the sand with Beautiful Stuff.

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| <b>Big Idea</b>                  | Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.  |
| <b>Guiding Question</b>          | What process helps you construct structures, ideas, and works of art?   |
| <b>Vocabulary</b>                | <b>design:</b> putting lines and shapes together to make a pattern or picture or decoration   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● sensory/discovery table, or tabletop tubs</li> <li>● sand</li> <li>● sand design images (provided)</li> <li>● a collection of Beautiful Stuff - preferably natural materials such as rocks, sticks, pine cones, shells, etc.<br/>Place the collection in a container or basket near the Discovery Table.</li> <li>● small shovels or plastic spoons</li> <li>● cups, 2</li> <li>● spray bottle</li> <li>● Small bin</li> <li>● gloves, optional</li> </ul> <p>House the tools (shovels, spoons, cups, etc.) in the bin near the Discovery Table.</p> <p>For Intro to Centers, prepare a small tub of sand and Beautiful Stuff to use for demonstration, or bring the group to the Discovery Table.</p> |
| <b>Intro to Centers</b>          | <i>We have been constructing buildings and homes with the sand at the Discovery Table. What have you discovered about the wet and dry sand?</i>   |

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|                       | <p>Highlight 2-3 specific examples of children building from the previous weeks. Engage in a whole group discussion. Invite children to share their successes.</p> <p><i>This week at the Discovery Table, you will find Beautiful Stuff. While people do construct buildings and homes, people also construct designs and art. A person constructs a <b>design</b> when she or he uses lines and shapes together to make a pattern or decoration.</i></p> <p>Make connections to designs around the classroom (e.g, designs on a shirt) or draw a quick design on the board.</p> <p><i>Let me show you some examples of <b>designs</b>... What do you notice?</i></p> <p>Provide quiet time for children to look at the images. Invite 2-3 responses. Encourage children to describe the shapes they see.</p> <p><i>What does it make you think about?</i></p> <p><i>How might you create a design like this?</i></p> <p><i>When you visit the Discovery Table this week, you might be inspired by one of these designs. Or you might build a design that is completely different with the Beautiful Stuff. Talk to your design ideas with a partner and work together.</i></p> |
| <b>During Centers</b> | <p>Children explore the Beautiful Stuff with the sand. They construct designs. Some children might build something more literal while others will build something more abstract. Encourage children to build their relationships by working together.</p>  |
| <b>Facilitation</b>   | <ul style="list-style-type: none"> <li>● Tell me about your design.</li> <li>● What’s your inspiration?</li> <li>● Why did you choose these materials?</li> <li>● What’s your next step?</li> <li>● How does the sand feel?</li> <li>● Tell me about what you are building.</li> <li>● How are you working together?</li> </ul>  |
| <b>Standards</b>      | <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>SEL. Relationships.</b> Relationships building (Boston)</p>   |

**Notes**