# Exploring the Topic

## What do we know about sand?

**Vocabulary—English:** sand, grain, variety, specimen, mold

### Interest Areas

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discovery:</strong> sand samples</td>
<td><strong>Discovery:</strong> sand samples, paper, writing materials</td>
<td><strong>Art:</strong> clear contact paper, sand molds, scissors, markers, masking tape</td>
<td><strong>Sand and Water:</strong> containers of water, sand molds, scoops, rakes</td>
<td></td>
</tr>
</tbody>
</table>

### Question of the Day

- **Which of these feels soft?** (Use an example of a soft fabric e.g., flannel or satin, and a scratchy fabric, e.g., burlap.)
- **Did you see sand yesterday?**
- **How much sand is in this cup?** (Display a measuring cup with sand.)
- **Where is this toy found?** (Display a familiar sandbox toy.)
- **What do you want to know about sand?**

### Large Group

- **Movement:** Move to the Beat
- **Discussion and Shared Writing:** The Sand in Our Neighborhood
- **Materials:** Mighty Minutes 91, “Move to the Beat”; fabric samples of a variety of textures; collection of samples of sand in containers

### Nonfiction selection from the "Children's Books" list that features sand

- Fiction book from the "Children's Books" list that features sand

### Read-Aloud

- Nonfiction selection from the “Children's Books” list that features sand
- Fiction book from the "Children's Books" list that features sand

### Small Group

- **Option 1:** Show Me Five
  - Intentional Teaching Card M16, “Show Me Five”; collection of objects to count
- **Option 2:** Number Cards
  - Intentional Teaching Card M04, “Number Cards”; set of cards of a numeral and its number word on one side and on the other side a corresponding number of dots

### Option 1: Which Has More?

- Intentional Teaching Card M19, “Which Has More?”; ice cube trays or egg cartons; baggies; collection of counters

### Option 2: Guessing Jar

- Intentional Teaching Card M17, “Guessing Jar”; large plastic jar with screw-on lid; collection of objects to put and count in the jar

### Option 2: Number Cards

- Intentional Teaching Card M04, “Number Cards”; set of cards of a numeral and its number word on one side and on the other side a corresponding number of dots

### Option 2: Shaping Sand

- Intentional Teaching Card M38, “Shaping Sand”; tangram shapes; cardstock or construction paper; bag or box

### Option 1: I’m Thinking of a Shape

- Intentional Teaching Card M20, “I’m Thinking of a Shape”; geometric solids; empty containers similar in shape to the geometric solids

### Option 2: Textured Letters

- Intentional Teaching Card LL15, “Textured Letters”;
- lower- and lowercase letters cut out of a variety of textured materials; card stock; glue

### Option 1: Walk a Letter

- Intentional Teaching Card LL17, “Walk a Letter”; masking tape; alphabet cards or an alphabet chart

### Option 2: Sticky Tables

- Intentional Teaching Card LL75, “Sticky Table”; plain or colored masking tape

### Option 1: Color Hunt

- Intentional Teaching Card LL61; cards that show and name a color; color paddle

### Option 2: Color Hunt

- Intentional Teaching Card Color Hunt, “LL61”; cards that show and name a color; color paddle

### Option 1: Color Hunt

- Intentional Teaching Card Color Hunt, “LL61”; cards that show and name a color; color paddle

### Option 2: Sticky Tables

- Intentional Teaching Card LL75, “Sticky Table”; plain or colored masking tape

### Option 1: Color Hunt

- Intentional Teaching Card Color Hunt, “LL61”; cards that show and name a color; color paddle

### Family Partnerships

- Invite families to help their children look for sand as they travel around the community.
- Invite families to assist with supervision during site visits.

### Outdoor Experiences

- Identify areas around the school where sand can be easily and safely observed, e.g., parking lot, playground, construction site, golf course, or roadside.

### Physical Fun

- Review Intentional Teaching Card P39, “Beach-Ball Kicker.” Follow the guidance on the card.

### Wow! Experiences

- **Day 2:** A walk around the school to look for sand.

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### The Clothes Study

**Investigating the Topic**

#### AT A GLANCE

- Arrange to visit a nearby park or playground next week to look for sand.
- Invite children to find a long jump area next to the sandbox or in track and field events.
- Invite children to jump in sand, noticing how it feels on their feet, ankles, knees, and legs.
- Ask children to describe and compare sand and other substances they have used.
- Invite children to jump in sand and notice how it feels.
- Invite families to talk with children about the characteristics of sand.

#### Vocabulary—English:

- gritty, abrasion, control, absorb, saturated, friction, hourglass

#### What are the characteristics of sand?

<table>
<thead>
<tr>
<th>Interest Areas</th>
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<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Discovery: paint boards, sand, materials to rub on the boards, e.g., tissues.</td>
<td>Sand and Water: cups, sponges, balance scale</td>
<td>Sand and Water: flat-bottomed container filled with wooden blocks, container of water, rope</td>
<td>Sand and Water: containers of substances to pour, e.g., sand, water, liquid soap, etc.; funnels, large bins, water bottles, stopwatch</td>
<td></td>
</tr>
<tr>
<td>Sand and Water</td>
<td>a variety of balls that bounce; measuring tape or string; video camera</td>
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</tr>
</tbody>
</table>

#### Question of the Day

- What does this feel like? (Display a feely box with sand.)
- How high can you jump? (Provide small sticky notes for children to write their names. As they jump, ask them to stick the note on a wall, doorway, etc.)
- Which do you think weighs more? (Display two containers with equal amounts of sand, one container with dry sand and one with wet sand.)
- How can we move this heavy bucket? (Display a bucket filled with wooden blocks.)
- What is this used for? (Display an hourglass.)

#### Large Group

- Game: Mirror, Mirror
- Discussion and Shared Writing: Experimenting With Sand’s Texture
- Materials: Mighty Minutes 107, “Mirror, Mirror”; feely box; large piece of painted cardboard

#### Read-Aloud

- The Gigantic Turnip
- Highlights High Five Bilingüe™, ¡Ven a jugar!/Come Play!
- Book Conversation Card 01

#### Small Group

- Option 1: Putting Puzzles Together
  - Intentional Teaching Card M23, “Putting Puzzles Together”; puzzles
- Option 2: Treasure Hunt
  - Intentional Teaching Card M87, “Treasure Hunt”; treasure items (e.g., stuffed animal, decorated box); paper; pencils

#### Mighty Minutes™

- Mighty Minutes 153, “Washing Machine”
- Mighty Minutes 72, “My Body Jumps”
- Mighty Minutes 26, “Classroom Texture”
- Mighty Minute 147, “Cryptic Clues”
- Mighty Minute 146, “Take a Tuneful Turn”

#### Outdoor Experiences

- Day 1: Sand for Jumping
  - Invite children to jump on a hard, concrete surface and explain how it feels. Encourage them to notice how their feet, ankles, knees, and legs feel when they jump.
  - Invite children to jump in sand, noticing how it feels on their feet, ankles, knees, and legs.
  - Ask children to describe and compare how it feels to jump in sand versus a hard surface.
  - Invite children to explain why sand is often used in playgrounds under climbing structures.
- Day 2: Long Jumping
  - Create a long jump area next to the sandbox.
  - Invite children to jump from the line and measure the distance using a length of yarn. Mark each piece of yarn with masking tape and invite the child to write her name.
  - Compare the lengths of yarn and measure the distance with a measuring tape.

#### Physical Fun

- Review Intentional Teaching Card P14, “Moving Through the Forest.” Follow the guidance on the card.

#### Family Partnerships

- Invite families to talk with children about sand they might see around the community.

#### Wow! Experiences

- Arrange to visit a nearby park or playground next week to look for sand.
# Investigation 2

## Where is sand found?

**Vocabulary—English:** shore, ripple, dune, volcanic, wildlife

**Spanish:** costa, onda, duna, volcánico, fauna

<table>
<thead>
<tr>
<th>Day 1</th>
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<th>Day 5</th>
<th>Make Time for…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Discovery: sand, fans, straws, brooms, dust pans, camera, photos of ripples and dunes</td>
<td>Discovery: sand, fans, straws, brooms, dust pans, camera, rocks and toys</td>
<td>Technology: sand samples in closed containers; books showing sand of different colors, bookmarked images of beaches around the world</td>
<td>Discovery: magnifying glasses, materials to make sand specimens, e.g., contact paper, masking tape, marker</td>
<td>Library: photos and books showing the wildlife that live or nest in the sand, e.g., snakes, crabs, insects, scorpions, spiders, turtles, etc.</td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>What letters do you see on this sign? (Display a sign from a beach.)</td>
<td>Can you finish the pattern? (Display a repeating pattern.)</td>
<td>What color is this sand? (Display a sample of natural, not artificially-colored, sand in a closed jar.)</td>
<td>What color sand will we see today? (Provide a box of crayons.)</td>
<td>Where does this creature live? (Display a picture of an animal, crustacean, or reptile that lives in the sand, e.g., crab, turtle, lizard, scorpion, etc.)</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>Movement: Traffic Jam</td>
<td>Discussion and Shared Writing: Sandy Beaches</td>
<td>Materials: Mighty Minutes 114, “Traffic Jam”; photos of beaches and sand dunes</td>
<td>Game: My Name, Too!</td>
<td>Movement: Mr. Forgetful</td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>Option 1: Knowing Our Friends</td>
<td>Intentional Teaching Card LL30, “Knowing Our Friends”; children's name cards; feltboard; large paper clip or Velcro®</td>
<td>Option 1: Buried Shapes</td>
<td>Intentional Teaching Card M30, “Buried Shapes”; card stock or heavy paper; attribute blocks; three containers; glue; tub of sand; small brushes</td>
<td>Option 1: Reading Nonfiction Books</td>
</tr>
<tr>
<td></td>
<td>Option 2: Book Cover Memory Game</td>
<td>Intentional Teaching Card LL67, “Book Cover Memory Game”; several familiar books</td>
<td>Option 2: Secret Numbers</td>
<td>Intentional Teaching Card M37, “Secret Numbers”, two sets of either quantity cards, numeral/quantity cards, or numeral cards</td>
<td>Option 2: Will You Read to Me?</td>
</tr>
<tr>
<td></td>
<td>Option 2: Mr. Forgetful Game</td>
<td>Intentional Teaching Card LL26, “Mr. Forgetful”; small containers to collect sand samples; masking tape; camera</td>
<td>Option 2: Picture Patterns</td>
<td>Intentional Teaching Card M49, “Picture Patterns”, a book/photos of objects with patterns; camera; collage materials</td>
<td>Option 1: Intentional Teaching Card LL64, “Will You Read to Me?”; collection of familiar books</td>
</tr>
</tbody>
</table>

## Materials:

- **Discovery:** sand, fans, straws, brooms, dust pans, camera, photos of ripples and dunes
- **Technology:** sand samples in closed containers; books showing sand of different colors, bookmarked images of beaches around the world
- **Library:** photos and books showing the wildlife that live or nest in the sand, e.g., snakes, crabs, insects, scorpions, spiders, turtles, etc.

### Outdoor Experiences

- Take ripple and dune-making materials, e.g., straws, fans, etc. outdoors to create ripples and dunes in the sandbox outdoors.

### Physical Fun

- Review Intentional Teaching Card P97, “Wonderful Warm-Ups.” Follow the guidance on the card.

### Family Partnerships

- Invite family members to help prepare sandbags for the investigation next week by sewing simple sandbags out of cotton or lightweight vinyl fabric. Family members may assist by sewing the bags and/or filling the bags with new, clean sand.
- Invite family members who use sand in their work or hobbies to visit the classroom next week.

### Wow! Experiences

- Day 4: Walk to look for sand samples in the area, e.g., construction sites, playgrounds, sidewalks, golf courses, track and field stadiums, etc.
What do we make with sand?

**Vocabulary**—English: sandpaper, grit, sandbag, artistic, sand sculpture, leeks

**Spanish:** papel de lija, arenilla o grano, saco de arena, artístico, escultura de arena, puerros

### Investigation 3

#### AT A GLANCE

- **Support children to experiment with sand and sand materials similar to those used by the visitor, camera.**
- **Day 2: Prepare sandbags in advance by sewing simple bags out of cotton or vinyl fabric, filling them with new, clean sand and sewing the bags closed. Invite family members to assist with sewing and/or filling the bags.**

#### Question of the Day

What is this? (Display sandpaper.)

#### Large Group

**Discussion and Shared Writing:** Exploring Sandpaper

- **Materials:** Mighty Minutes 149, “Willy’s Week”; sheets of sandpaper of different grits; piece of wood

#### Small Group

**Option 1:** Missing Lids

- **Intentional Teaching Card** LL57, “Willy’s Week”; containers of various sizes and shapes with lids

**Option 2:** Straw Shapes

- **Intentional Teaching Card** LL77, “Picture Walk & Talk”; familiar storybooks

#### Mighty Minutes™

- **Mighty Minutes 187**, “Tightrope Walking”
- **Mighty Minutes 124**, “Number Dice”
- **Mighty Minutes 125**, “Pass It On”
- **Mighty Minutes 158**, “Tubes & Tunnels Here & There”
- **Mighty Minutes 165**, “Chat with a Cat”

#### Make Time for...

- **Outdoor Experiences**
  - Take a collection of sandbags, a waterhose, and a camera outdoors.
  - Support children to experiment with stacking sandbags in the sandbox to keep water from the dry sand.
  - Take photos and/or digital recordings to document how sandbags hold water back.

- **Physical Fun**
  - Review Intentional Teaching Card P22, “Follow the Leader.” Follow the guidance on the card.

- **Family Partnerships**
  - Invite family members who makes art from sand to visit the classroom.
  - Invite family members whose work or hobbies involve sand to visit the classroom.
  - Invite family members to help make sautéed leeks.

- **Wow! Experiences**
  - **Day 3:** Visit to the classroom of somebody who uses sand to make art
  - **Arrange with a local work crew for children to visit a construction site next week.**
  - Prepare sandbags in advance by sewing simple bags out of cotton or vinyl fabric, filling them with new, clean sand and sewing the bags closed. Invite family members to assist with sewing and/or filling the bags.

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**Materials:**
- **Large Group:** Art: sandpaper, wooden blocks, masking tape, large bins with sand and materials similar to those used by the visitor, camera
- **Small Group:** Art: sandpaper, wooden blocks, masking tape, large bins with sand and materials similar to those used by the visitor, camera
- **Mighty Minutes™:**
  - “Tightrope Walking”
  - “Number Dice”
  - “Pass It On”
  - “Tubes & Tunnels Here & There”
  - “Chat with a Cat”
- **Day 2:** Prepare sandbags in advance by sewing simple bags out of cotton or vinyl fabric, filling them with new, clean sand and sewing the bags closed. Invite family members to assist with sewing and/or filling the bags.

**Discussion and Shared Writing:**
- **Visitor Who Makes Art With Sand**
- **Materials:** Mighty Minutes 136, “Howling at the Moon”; sand blocks (purchased or created by wrapping and taping sand paper around wooden blocks)

**Rhyme:**
- **Humpty-Dumpy***
  - **Materials:** Mighty Minutes 81, “Humpty Dumpty”, batch of sand dough; sand dough recipe written on chart paper with photos or illustrations of steps and ingredients; photos of beach sand sculptures

**Rhyme:**
- **Howling at the Moon***
  - **Materials:** Mighty Minutes 196, “Howling at the Moon”; sandbags

**Rhyme:**
- **The Name Dance***
  - **Materials:** Mighty Minutes 60, “The Name Dance”; sandbags, photos of sandbags being used, e.g., boxing gym, wall reinforcement, weighing tents, etc.

**Discussion and Shared Writing:**
- **What Are Sandbags?***
  - **Materials:** Mighty Minutes 10, “The Name Dance”; sandbags, photos of sandbags being used, e.g., boxing gym, wall reinforcement, weighing tents, etc.

**Discussion and Shared Writing:**
- **What is this used for? (Display a sandbag.)**
- **What will we ask our visitor? What do you see in the photo?**

**Question of the Day**

What is this used for? (Display sandpaper.)

**Read-Aloud**

Where the Wild Things Are

**Book Discussion Card** 124, “Wheels & Tunnels Here & There”

**Discussion and Shared Writing:**
- **What will we ask our visitor? What do you see in the photo?**
- **What do you see in the photo? (Display a photo of a sand sculpture.)**
- **What is this used for? (Display a gardening tool.)**

**Art:**
- **Interest Areas**
  - **Sand:** sandpaper, grit, sandbag, artistic, sand sculpture, leeks

**Cooking:**
- **Ingredients for sautéed leeks, chopping boards, knives, large bowl, electric skiller, wooden spoons, plates, forks**

**Make Time for...**

**Outdoor Experiences**
- **Take a collection of sandbags, a waterhose, and a camera outdoors.**
- **Support children to experiment with stacking sandbags in the sandbox to keep water from the dry sand.**
- **Take photos and/or digital recordings to document how sandbags hold water back.**

**Physical Fun**
- **Review Intentional Teaching Card P22, “Follow the Leader.” Follow the guidance on the card.**

**Family Partnerships**
- **Invite family members who makes art from sand to visit the classroom.**
- **Invite family members whose work or hobbies involve sand to visit the classroom.**
- **Invite family members to help make sautéed leeks.**

**Wow! Experiences**
- **Day 3:** Visit to the classroom of somebody who uses sand to make art
- **Arrange with a local work crew for children to visit a construction site next week.**
- **Prepare sandbags in advance by sewing simple bags out of cotton or vinyl fabric, filling them with new, clean sand and sewing the bags closed. Invite family members to assist with sewing and/or filling the bags.**
## The Clothes Study: Investigating the Topic

### AT A GLANCE

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<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Outdoors: large piece of cardboard on which to build; ingredients for mortar, bricks (ask the classroom visitor to bring small bricks and masonry supplies, if possible); large buckets for mixing mortar, masonry tools</td>
<td>Technology: videos of sand melting into molten glass, samples of glasses and glass art, sand samples, large straws, and bubble solution or balloons (optional)</td>
<td>Sand and Water: sand rake, golf balls</td>
<td>Dramatic Play: props and materials similar to those used at the construction site visited by the children</td>
</tr>
</tbody>
</table>

### Question of the Day

- **How many blocks high is this tower?** (Display a tower made of blocks.)
- Which of these is made from sand? (Display a glass and two other classroom objects, e.g. plastic plate, wooden block.)
- Which of these is used to dig a very big hole? (Display photos of a small shovel and a large excavator.)

### Large Group

- **Poem: Come Play With Me**
- **Discussion and Shared Writing:** Visit From a Mason
- **Materials:** Mighty Minutes 42, "Come Play With Me", books or photos showing adobe and stucco in buildings; samples of mortar and bricks

### Small Group

- **Option 1: Same Sound Sort**
  - Intentional Teaching Card LL12, "Same Sound Sort"; a variety of objects, including some with names that begin with the same sound; a cardboard box or a bag to store objects
- **Option 2: Tongue Twisters**
  - Intentional Teaching Card LL16, "Tongue Twisters"

### Read-Aloud

- **Read-Aloud:** Xochitl and the Flowers
  - Book Discussion Card 52, Xochitl and the Flowers (first read-aloud)

### Mighty Minutes™

- **Mighty Minutes 106, “Popping Popcorn”**
- **Mighty Minutes 171, “Blowing Big Bubbles”**
- **Mighty Minutes 161, “Baxter the Black Dog”**
- **Mighty Minutes 58, “A-Hunting We Will Go”**

### Outdoor Experiences

- **Take a sand rake, small golf clubs (child-size, if available), firm balls (including, but not limited to golf balls, which may be difficult to hit) outdoors to experiment with hitting golf balls and observing how balls bounce on raked and unraised sand.**

### Family Partnerships

- **Invite family members who work with or use sand in their hobbies to visit the classroom.**

### Wow! Experiences

- **Day 1:** Classroom visit from a stonemason or a bricklayer
- **Day 2:** Classroom visit from a glassworker
- **Day 3:** Classroom visit from a park or golf course worker
- **Day 4:** Site visit to a construction site where sand is used

### Vocabulary—English:

- **Spanish:** albañil, empleo, estuco, adobe, soplar vidrio, rastrillo

### Technology:

- **Ramps:** flat boards for making ramps; objects to roll down the ramps; non-standard measuring tools
- **Intentional Teaching Card LL25, “The Long and Short of It”**: a container; pieces of ribbon or yarn of the same width (at least one ribbon per child)

### Materials:

- **Glass Worker**
  - Your Name; photos from books or images from the Internet showing how glass is made

### Physical Fun

- **Review Intentional Teaching Card P35, “Stand Up and Dance.” Follow the guidance on the card.**

### Movement:

- **Wind-Up Robots**
  - Intentional Teaching Card SE01, “Site Visits”; clipboards and materials for observation notes

### Game:

- **Listen for Your Name**
  - Intentional Teaching Card ML78, “That’s How You Do It!”; chart paper; markers; camera

### Discussion and Shared Writing:

- **That’s How You Do It!**
  - Chart; markers; camera
  - Intentional Teaching Card LL27, “Writing Poems”; paper; pencils; markers; chart paper; audio recorder

### Observation Notes:

- **SE01, “Site Visits”; Teaching Card LL27, “Writing Poems”; paper; pencils; camera**

### Intentional Teaching Card:

- **Intentional Teaching Card LL27, “Writing Poems”; paper; pencils; markers; chart paper; audio recorder**

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### AT A GLANCE

#### How can we make our own sand?

**Vocabulary—English:** technique, compound, crumble, repetition, fine

**Spanish:** técnica, compuesto, desmenuzar, repetición, fino

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<tr>
<td><strong>Interest Areas</strong></td>
<td><strong>Technology:</strong> Websites with images and videos showing how erosion, weather, and the ocean breaks down materials to create sand; rock tumblers</td>
<td><strong>Discovery:</strong> dried sand dough; chunk of cement or mortar; delicate shells; pumice stones; solid rocks of various sizes; plastic containers with lids; mufflers, hammers, rolling pins, or mortar and pestle; photos or books showing how sand is created from erosion, the ocean and/or the weather; broom and dust pan; protective eyewear</td>
<td><strong>Discovery:</strong> a collection of small or broken bricks, hammers, mortar and pestle, rolling pin, solid rocks of various sizes, plastic containers with lids, etc.</td>
<td><strong>Outdoor Experiences</strong></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td><strong>Support children to gather work samples on walks around the school</strong></td>
<td><strong>Discussion and Shared Writing:</strong> What Can We Use to Make Sand? <strong>Materials:</strong> Mighty Minutes 88, “Disappearing Rhymes”; book or photos showing how sand is created through weathering; photos taken of sand samples</td>
<td><strong>Movement:</strong> Let’s All Follow <strong>Discussion and Shared Writing:</strong> Can We Return Brick to Sand? <strong>Materials:</strong> Mighty Minutes 99, “Let’s All Follow”; bricks broken into pieces; photos taken during walks around the school of broken cement, mortar, bricks that</td>
<td><strong>Family Partnerships</strong></td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>Can we make our own sand?</td>
<td>Can we make sand with this? (Display a porous rock, fragile shell, or a hammer.)</td>
<td>Can you line these up from largest to smallest? (Display pieces of brick or crumbly rock.)</td>
<td><strong>Wow! Experiences</strong></td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td><strong>Game:</strong> Disappearing Rhymes <strong>Discussion and Shared Writing:</strong> Different Ways Sand is Made</td>
<td><strong>Game:</strong> Crazy Compounds <strong>Discussion and Shared Writing:</strong> What Can We Use to Make Sand?</td>
<td><strong>Game:</strong> Syllable Stroll <strong>Discussion and Shared Writing:</strong> Comparing New and Old Sand</td>
<td></td>
</tr>
<tr>
<td><strong>Mighty Minutes</strong></td>
<td>Presentations, daily routines, and daily specials</td>
<td><strong>Mighty Minutes</strong></td>
<td><strong>Materials:</strong> Mighty Minutes 155, “Syllable Stroll”; samples of new sand created on Day 3; sand from sandbox or sensory bin; rock tumblers</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> Mighty Minutes 88, “Disappearing Rhymes”; book or photos showing how sand is created through weathering</td>
<td><strong>Materials:</strong> Mighty Minutes 198, “Crazy Compounds”; chunks of cement; pieces of dried mortar or sand dough</td>
<td><strong>Materials:</strong> Mighty Minutes 99, “Let’s All Follow”; bricks broken into pieces; photos taken during walks around the school of broken cement, mortar, bricks that</td>
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<tr>
<td><strong>Read-Aloud</strong></td>
<td>A counting book from the “Children’s Books” list</td>
<td>A book from the “Children’s Books” list showing how sand is created</td>
<td>Little Choncha</td>
<td></td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td><strong>Option 1:</strong> Alphabet Books Intentional Teaching Card LL34, “Alphabet Books”; alphabet blocks; construction paper; markers; alphabet cards</td>
<td><strong>Option 1:</strong> Tap It, Clap It, Stomp It, Jump It **Intentional Teaching Card LL52, “Tap It, Clap It, Stomp It, Jump It”; name card for each child; chart with “Mary Had a Little Lamb” written out</td>
<td><strong>Option 1:</strong> Author &amp; Illustrator **Intentional Teaching Card LL69, “Author &amp; Illustrator”; storybook in which the author and illustrator are different; cardboard or card stock; blank paper; bookbinding supplies</td>
<td></td>
</tr>
<tr>
<td><strong>Option 2:</strong> Making My Name **Intentional Teaching Card LL29, “Making My Name”; marker; small, sturdy envelopes; letter manipulatives</td>
<td><strong>Option 2:</strong> Rhyming Chart **Intentional Teaching Card LL10, “Rhyming Chart”; chart paper with “Shake It” chart written out; plastic containers and sand to create maracas</td>
<td><strong>Option 2:</strong> Sink or Float? **Intentional Teaching Card LL41, “Sink or Float?”, plastic floor covering; large clear containers of water; two trays or plates; variety of objects that might sink or float</td>
<td></td>
<td></td>
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<tr>
<td><strong>Mighty Minutes</strong></td>
<td>Mighty Minutes 53, “Three Rowdy Children”</td>
<td>Mighty Minutes 107, “Shape Shenanigans”</td>
<td>Mighty Minutes 112, “Let’s Do a Hand Dance”</td>
<td></td>
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</tbody>
</table>

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### Celebrating Learning

**Vocabulary**
- **English:** description
- **Spanish:** descripción

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Make Time for…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Art: materials for making displays and activities for the celebration</td>
<td>Art: displays of children's investigations</td>
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<td>Sand and Water: sand (and/or sand dough), sculpting tools</td>
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<tr>
<td><strong>Question of the Day</strong></td>
<td>What should we do with the sand we made?</td>
<td>What will you share with our visitors today?</td>
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<tr>
<td><strong>Large Group</strong></td>
<td>Movement: Leaping Sounds</td>
<td>Game: Tiny Teamwork</td>
<td><strong>Outdoor Experiences</strong></td>
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<tr>
<td></td>
<td>Discussion and Shared Writing: Preparing for the Celebration</td>
<td>Discussion and Shared Writing: Sharing</td>
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<tr>
<td></td>
<td>Materials: Mighty Minutes 17, “Leaping Sounds”</td>
<td>With Families</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Materials: Mighty Minutes 173, “Tiny Teamwork”</td>
<td><strong>Physical Fun</strong></td>
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<tr>
<td><strong>Read-Aloud</strong></td>
<td>Sand Dwellers: From Desert to Sea</td>
<td>Reread a favorite book about sand from the “Children's Books” list; use props to retell the story.</td>
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<tr>
<td><strong>Small Group</strong></td>
<td>Option 1: Play Dough Weaving</td>
<td>Option 1: Conference Conversations</td>
<td><strong>Family Partnerships</strong></td>
</tr>
<tr>
<td></td>
<td>Intentional Teaching Card P02, “Play Dough Weaving”; play dough; play dough tools (e.g., plastic knives, rolling cutters, and rolling pins)</td>
<td>Intentional Teaching Card LL72, “Conference Conversations”; a folder for each child; children's work samples; phonics of children engaging in different activities</td>
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<td>Option 2: Clay Engraving</td>
<td>Option 2: Memory Games</td>
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<tr>
<td></td>
<td>Intentional Teaching Card P34, “Clay Engraving”; sand; water; air-dry clay or play dough; plastic or wooden carving tools; rolling pins</td>
<td>Intentional Teaching Card LL08, “Memory Games”; memory game, lotto game, or a set of duplicate pictures or objects.</td>
<td></td>
</tr>
<tr>
<td><strong>Mighty Minutes™</strong></td>
<td>Mighty Minutes 82, “Let's Clean Up!”</td>
<td>Mighty Minutes 28, “Counting Calisthenics”</td>
<td></td>
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</tbody>
</table>

**Outdoor Experiences**
- Invite children and families to explore the sandbox and experiment with making sand out of rocks, shells, or chunks of cement or bricks.

**Physical Fun**
- Review Intentional Teaching Card P11, “Jump the River.” Follow the guidance on the card.

**Family Partnerships**
- Invite families and the people children met during the site visits to join the celebration. Encourage families and children to explore the sand displays together.

**Wow! Experiences**
- Day 2: Celebration of the children's learning.