

What do we know about sand?

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

What do we want to find out?

Spanish: arena, grano, variedad, muestra, molde

	Day 1	Day 2	Day 3	Day 4	Day 5	Make Time for...
Interest Areas	Discovery: sand samples	Discovery: magnifying glasses, sand samples gathered on the walk	Discovery: sand samples, paper, writing materials	Art: clear contact paper, sand samples, scissors, markers, masking tape	Sand and Water: containers of water, sand molds, scoops, rakes	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> Identify areas around the school where sand can be easily and safely observed, e.g., parking lot, playground, construction site, golf course, or roadside. <p>Physical Fun</p> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card</i> P39, “Beach-Ball Kicker.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> Introduce the study to families by sending a letter of explanation. Ask them to bring in items such as sand samples, containers to hold samples, books about sand, deserts, and beaches, chunks of cement, mortar, and bricks, and photos taken in the sand, desert, and at the beach. Encourage families to help their children look for sand as they travel around the community. Invite families to assist with supervision during site visits. <p>Wow! Experiences</p> <ul style="list-style-type: none"> Day 2: A walk around the school to look for sand
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	<p>Movement: Move to the Beat</p> <p>Discussion and Shared Writing: Examining Sand Samples</p> <p>Materials: <i>Mighty Minutes</i> 91, “Move to the Beat”; fabric samples of a variety of textures; collection of samples of sand in containers</p>	<p>Movement: The Feelings Dance</p> <p>Discussion and Shared Writing: The Sand in Our Neighborhood</p> <p>Materials: <i>Mighty Minutes</i> 142, “The Feelings Dance”; supplies to gather and collect sand samples (e.g., small clear jars, plastic baggies, masking tape, plastic spoons); drawing materials; camera</p>	<p>Movement: High Knees</p> <p>Discussion and Shared Writing: Looking at the Difference Between Sand and Dirt</p> <p>Materials: <i>Mighty Minutes</i> 180, “High Knees”; photos taken on Day 2 showing where sand was found; sand samples gathered on the walk; microscopic images of sand</p>	<p>Game: Say It, Show It</p> <p>Discussion and Shared Writing: Sandboxes</p> <p>Materials: <i>Mighty Minutes</i> 15, “Say It, Show It”; sandbox toys; sand samples</p>	<p>Game: The Name Game.</p> <p>Discussion and Shared Writing: Create a Chart of Investigation Questions</p> <p>Materials: <i>Mighty Minutes</i> 151, “The Name Game”; container of sand; water; sand mold</p>	
Read-Aloud	Nonfiction selection from the “Children’s Books” list that features sand	Fiction book from the “Children’s Books” list that features sand	<i>The Gigantic Turnip</i> <i>Book Discussion Card</i> 50 (first read-aloud)	Reread the book from Day 2 that features sand.	Poetry selection from the “Children’s Books” list	
Small Group	<p>Option 1: Show Me Five <i>Intentional Teaching Card</i> M16, “Show Me Five”; collection of objects to count</p> <p>Option 2: Number Cards <i>Intentional Teaching Card</i> M04, “Number Cards”; set of cards with a numeral and its number word on one side and on the other side a corresponding number of dots</p>	<p>Option 1: Which Has More? <i>Intentional Teaching Card</i> M19, “Which Has More?”; ice cube trays or egg cartons; baggies; collection of counters</p> <p>Option 2: Guessing Jar <i>Intentional Teaching Card</i> M17, “Guessing Jar”; large plastic jar with screw-on lid; collection of objects to put and count in the jar</p>	<p>Option 1: I’m Thinking of a Shape <i>Intentional Teaching Card</i> M20, “I’m Thinking of a Shape”; geometric solids; empty containers similar in shape to the geometric solids</p> <p>Option 2: Shape Bingo <i>Intentional Teaching Card</i> M88, “Shape Bingo”; tangram shapes; cardstock or construction paper; bag or box</p>	<p>Option 1: Walk a Letter <i>Intentional Teaching Card</i> LL17, “Walk a Letter”; masking tape; alphabet cards or an alphabet chart</p> <p>Option 2: Textured Letters <i>Intentional Teaching Card</i> LL15, “Textured Letters”; upper- and lowercase letters cut out of a variety of textured materials; card stock; glue</p>	<p>Option 1: Color Hunt <i>Intentional Teaching Card</i> Color Hunt, “LL61”; cards that show and name a color; color paddle</p> <p>Option 2: Sticky Tables <i>Intentional Teaching Card</i> LL75, “Sticky Tables”; plain or colored masking tape</p>	
Mighty Minutes™	<i>Mighty Minutes</i> 95, “Sorting Syllables”	<i>Mighty Minutes</i> 157, “Up & Down on the Seesaw”	<i>Mighty Minutes</i> 79, “Here Is the Beehive”	<i>Mighty Minutes</i> 29, “Baa, Baa, Black Sheep”	<i>Mighty Minutes</i> 167, “Persnickety Patterns”	

What are the characteristics of sand?

Vocabulary—English: gritty, abrasion, control, absorb, saturated, friction, hourglass

Spanish: arenoso, abrasión, control, absorber, empapado, fricción, reloj de arena

	Day 1	Day 2	Day 3	Day 4	Day 5	Make Time for...
Interest Areas	Art: large pieces of cardboard, paint, brushes, masking tape	Discovery: paint boards, sand, materials to rub on the boards, e.g., tissues. Sand and Water: a variety of balls that bounce; measuring tape or string; video camera	Sand and Water: cups, sponges, balance scale	Sand and Water: flat-bottomed container filled with wooden blocks, container of water, rope	Sand and Water: containers of substances to pour, e.g., sand, water, liquid soap, etc.; funnels, large bins, water bottles, stopwatch	<h3>Outdoor Experiences</h3> <p>Day 1: Sand for Jumping</p> <ul style="list-style-type: none"> 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. <p>Day 2: Long Jumping</p> <ul style="list-style-type: none"> 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. <h3>Physical Fun</h3> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card</i> P14, “Moving Through the Forest.” Follow the guidance on the card. <h3>Family Partnerships</h3> <ul style="list-style-type: none"> Invite families to talk with children about sand they might see around the community. <h3>Wow! Experiences</h3> <ul style="list-style-type: none"> Arrange to visit a nearby park or playground next week to look for sand.
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: <i>Mighty Minutes</i> 107, “Mirror, Mirror”; feely box; large piece of painted cardboard	Rhyme: High in the Tree Discussion and Shared Writing: Jumping in Sand Materials: <i>Mighty Minutes</i> 51, “High in the Tree”; photos of long jumpers; soft surface to jump on (e.g., rug, carpet)	Movement: Ten Wiggly Steps Discussion and Shared Writing: What Happens When Sand Gets Wet? Materials: <i>Mighty Minutes</i> 102, “Ten Wiggly Steps”; sand samples (one wet, one dry); scale; dry sponge; plastic tub	Game: Syllable Surprise Discussion and Shared Writing: Moving Objects Over Sand Materials: <i>Mighty Minutes</i> 151, “Syllable Surprise”; plastic bin (or bucket) with wet sand, another plastic bin with dry sand; small toy cars; photos of heavy objects being pulled over sand	Game: All Thumbs Discussion and Shared Writing: Why Does the Hourglass Have Sand? Materials: <i>Mighty Minutes</i> 148, “All Thumbs”; hourglass; funnel; water bottle; substances to pour through; substances suggested by children	
Read-Aloud	<i>The Gigantic Turnip</i> <i>Book Discussion Card</i> 50 (second read-aloud)	A nonfiction book featuring how sand is used in playgrounds or in track and field events	<i>Highlights High Five Bilingüe™</i> , ¡Ven a jugar!/Come Play! <i>Book Conversation Card</i> 01	<i>The Gigantic Turnip</i> <i>Book Discussion Card</i> 50 (third read-aloud)	<i>Highlights High Five Bilingüe™</i> , ¡Ven a jugar!/Come Play! <i>Book Conversation Card</i> 01	
Small Group	Option 1: Putting Puzzles Together <i>Intentional Teaching Card</i> M23, “Putting Puzzles Together”; puzzles Option 2: Treasure Hunt <i>Intentional Teaching Card</i> M87, “Treasure Hunt”; treasure items (e.g., stuffed animal, decorated box); paper; pencils	Option 1: Bounce & Count <i>Intentional Teaching Card</i> M18, “Bounce & Count”; variety of balls of different sizes and textures that bounce when dropped; numeral cards Option 2: Story Problems <i>Intentional Teaching Card</i> M22, “Story Problems”; collection of manipulatives	Option 1: Rhyming Chart <i>Intentional Teaching Card</i> LL10, “Rhyming Chart”; poem or song with rhyming words; prop that illustrates the poem or song Option 1: Rhyming Tubs <i>Intentional Teaching Card</i> LL44, “Rhyming Tubs”; plastic tub; bag or small box; pairs of toys or objects with names that rhyme	Option 1: Can You Find It? <i>Intentional Teaching Card</i> M51, “Can You Find It?”; small objects found in a classroom Option 2: My Shadow and I Review <i>Intentional Teaching Card</i> M47, “My Shadow and I”; overhead projector or flashlights; construction paper cut into shapes	Option 1: Patterns <i>Intentional Teaching Card</i> M14, “Patterns”; group of objects to arrange in a pattern; examples of patterns, e.g., photos of bricks Option 2: Perler Patterns <i>Intentional Teaching Card</i> M85, “Perler Patterns”; large perler beads; square or rectangle pegboards; parchment or iron paper; iron	
Mighty Minutes™	<i>Mighty Minutes</i> 153, “Washing Machine”	<i>Mighty Minutes</i> 72, “My Body Jumps”	<i>Mighty Minutes</i> 26, “Classroom Texture”	<i>Mighty Minutes</i> 147, “Cryptic Clues”	<i>Mighty Minutes</i> 146, “Take a Tuneful Turn”	

Where is sand found?

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

Spanish: costa, onda, duna, volcánico, fauna

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Discovery: sand, fans, straws, brooms, dust pans, camera, photos of ripples and dunes	Discovery: sand, fans, straws, brooms, dust pans, camera, rocks and toys	Technology: sand samples in closed containers, books showing sand of different colors, bookmarked images of beaches around the world	Discovery: magnifying glasses, materials to make sand specimens, e.g., contact paper, masking tape, marker	Library: photos and books showing the wildlife that live or nest in the sand, e.g., snakes, crabs, insects, scorpions, spiders, turtles, etc.
Question of the Day	What letters do you see on this sign? (Display a sign from a beach.)	Can you finish the pattern? (Display a repeating pattern.)	What color is this sand? (Display a sample of natural, not artificially-colored, sand in a closed jar.)	What color sand will we see today? (Provide a box of crayons.)	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.)
Large Group	Movement: Traffic Jam Discussion and Shared Writing: Sandy Beaches Materials: <i>Mighty Minutes</i> 114, “Traffic Jam”; photos of beaches and sand dunes	Game: My Name, Too!” Discussion and Shared Writing: What Is a Sand Dune? Materials: <i>Mighty Minutes</i> 35, “My Name, Too!”; photos of ripples in the sand; photos of sand dunes	Movement: Bounce, Bounce, Bounce Discussion and Shared Writing: Why Are There Different Colors of Sand? Materials: Use <i>Mighty Minutes</i> 30, “Bounce, Bounce, Bounce”; images of beaches with interesting colors and textures of sand; natural pumice stone	Game: Mr. Forgetful Discussion and Shared Writing: Site Visit to Look for Sand Materials: <i>Mighty Minutes</i> 55, “Mr. Forgetful”; small containers to collect sand samples; masking tape; camera	Movement: Action Counting Discussion and Shared Writing: Animals that Live in Sand Materials: Use <i>Mighty Minutes</i> 140, “Action Counting”; books or photos about wildlife that lives or nests in sand
Read-Aloud	<i>Highlights High Five Bilingüe™</i> , ¡Tú vienes también!! You Come Too! <i>Book Conversation Card</i> 07	<i>Where the Wild Things Are Book Discussion Card</i> 51 (first read-aloud)	A nonfiction book from the “Children’s Books” featuring beaches	<i>Where the Wild Things Are Book Discussion Card</i> 51 (second read-aloud)	Fiction book from the “Children’s Books” featuring wildlife
Small Group	Option 1: Knowing Our Friends <i>Intentional Teaching Card</i> LL30, “Knowing Our Friends”; children’s name cards; feltboard; large paper clip or Velcro® Option 2: Book Cover Memory Game <i>Intentional Teaching Card</i> LL67, “Book Cover Memory Game”; several familiar books	Option 1: Buried Shapes <i>Intentional Teaching Card</i> M30, “Buried Shapes”; card stock or heavy paper; attribute blocks; three containers; glue; tub of sand; small brushes Option 2: Geoboards <i>Intentional Teaching Card</i> M21, “Geoboards”; geoboards; geobands; shape cards	Option 1: Dig It! <i>Intentional Teaching Card</i> M89, “Dig It!”; sensory table or bin; sand; collection of small objects; sifters, and strainers Option 2: Secret Numbers <i>Intentional Teaching Card</i> M37, “Secret Numbers”; two sets of either quantity cards, numeral/quantity cards, or numeral cards	Option 1: Picture Patterns <i>Intentional Teaching Card</i> M45, “Picture Patterns”; a book/photos of objects with patterns; camera; collage materials Option 2: Patterns Under Cover <i>Intentional Teaching Card</i> M38, “Patterns Under Cover”; counters in various colors; paper cup; cardboard divider	Option 1: Reading Nonfiction Books <i>Intentional Teaching Card</i> LL66, “Reading Nonfiction Books”; collection of nonfiction books Option 2: Will You Read to Me? <i>Intentional Teaching Card</i> LL64, “Will You Read to Me?”; collection of familiar books
Mighty Minutes™	<i>Mighty Minutes</i> 163, “Sandy Seashore”	<i>Mighty Minutes</i> 126, “This Way or That Way?”	<i>Mighty Minutes</i> 189, “Windy Boat Ride”	<i>Mighty Minutes</i> 186, “Stop & Go Colors”	<i>Mighty Minutes</i> 104, “Abby Had an Ant eater”

Make Time for...

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* P37, “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

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Art: cardstock, sand, glue, contact paper	Outdoors: sandbags	Art: sandpaper, wooden blocks, masking tape, large bin with sand and materials similar to those used by the visitor, camera	Art: recipe for sand dough posted on chart paper, ingredients and supplies for the recipe, photos of beach sand sculptures	Cooking: ingredients for sautéed leeks, chopping boards, knives, large bowl, electric skillet, wooden spoons, plates, forks
Question of the Day	What is this? (Display sandpaper.)	What is this used for? (Display a sandbag.)	What will we ask our visitor?	What do you see in the photo? (Display a photo of a sand sculpture.)	What is this used for? (Display a gardening tool.)
Large Group	Song: Willy’s Week Discussion and Shared Writing: Exploring Sandpaper Materials: <i>Mighty Minutes</i> 149, “Willy’s Week”; sheets of sandpaper of different grits; piece of wood	Movement: The Name Dance Discussion and Shared Writing: What Are Sandbags? How Are They Used? Materials: <i>Mighty Minutes</i> 60, “The Name Dance”; sandbags; photos of sandbags being used, e.g., boxing gym, wall reinforcement, weighing tents, etc.	Rhyme: Howling at the Moon Discussion and Shared Writing: Visitor Who Makes Art With Sand Materials: <i>Mighty Minutes</i> 196, “Howling at the Moon”; sand blocks (purchased or created by wrapping and taping sand paper around wooden blocks)	Rhyme: Humpty-Dumpty Discussion and Shared Writing: How Do Artists Create Sand Sculptures? Materials: <i>Mighty Minutes</i> 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	Song: We Like Clapping Discussion and Shared Writing: What Grows in Sand? Materials: <i>Mighty Minutes</i> 89, “We Like Clapping”; gardening tool; fresh leek; knife; photos of plants that grow in sand, e.g., cacti, watermelon, beans, juniper, mesquite or palm trees
Read-Aloud	<i>Where the Wild Things Are</i> <i>Book Discussion Card</i> 51 (third read-aloud)	A nonfiction book featuring <i>sandbags</i> from the “Children’s Books” list	Reread the book from Day 1. Invite children to share what they recall about the characters and story.	<i>Highlights High Five Bilingüe™</i> , <i>¡Tú vienes también!/You Come Too!</i> <i>Book Conversation Card</i> 07	<i>I Know the River Loves Me/Yo sé que el río me ama</i>
Small Group	Option 1: Missing Lids <i>Intentional Teaching Card</i> M58, “Missing Lids”; containers of various sizes and shapes with lids Option 2: Straw Shapes <i>Intentional Teaching Card</i> M42, “Straw Shapes”; geometric shapes; drinking straws cut to different lengths; pipe cleaners	Option 1: Textured Letters <i>Intentional Teaching Card</i> LL15, “Textured Letters”; uppercase and lowercase letters cut out of a variety of textured materials; heavy paper or card stock Option 2: Searching the Web <i>Intentional Teaching Card</i> LL26, “Searching the Web”; computer; appropriate Internet search engines	Option 1: Photo Writing <i>Intentional Teaching Card</i> LL57, “Photo Writing”; small clipboards; paper; markers; photos or pictures cut from magazines mounted on index cards Option 2: My Clothes Toda <i>Intentional Teaching Card</i> LL71, “My Clothes Today”; large mirror; paper; crayons or markers; tape; index cards with color and clothing words and pictures	Option 1: Applesauce <i>Intentional Teaching Card</i> M28, “Applesauce”; recipe chart from <i>Come Cook With Me</i> ; ingredients; mixing bowl; measuring cups and spoons; knife; cutting board; vegetable peeler; (uncooked recipe requires a blender, and cooked recipe requires a large stock pot and potato masher) Option 2: Fruit Muffins <i>Intentional Teaching Card</i> M90, “Fruit Muffins”; ingredients; muffin pan; baking cup liners; large bowl; whisk; measuring cups	Option 1: Dramatic Story Retelling <i>Intentional Teaching Card</i> LL06, “Dramatic Story Retelling”; story props, e.g., puppets, costumes, felt pictures, and felt board; or magnetic pictures related to a familiar book Option 2: Picture Walk & Talk <i>Intentional Teaching Card</i> LL77, “Picture Walk & Talk”; familiar storybooks
Mighty Minutes™	<i>Mighty Minutes</i> 187, “Tightrope Walking”	<i>Mighty Minutes</i> 124, “Number Dice”	<i>Mighty Minutes</i> 125, “Pass It On”	<i>Mighty Minutes</i> 158, “Tubes & Tunnels Here & There”	<i>Mighty Minutes</i> 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.

Who works with sand?

Vocabulary—English: mason, employment, adobe, stucco, glassblowing, rake

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

	Day 1	Day 2	Day 3	Day 4	Make Time for...
Interest Areas	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 trowels	Technology: videos of sand melting into molten glass, samples of glasses and glass art, sand samples, large straws, and bubble solution or balloons (optional)	Sand and Water: sand rake, golf balls	Dramatic Play: props and materials similar to those used at the construction site visited by the children	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> 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 unraked sand. <p>Physical Fun</p> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card</i> P35, “Stand Up and Dance.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> Invite family members who work with or use sand in their hobbies to visit the classroom. <p>Wow! Experiences</p> <ul style="list-style-type: none"> 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
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.)	What is this tool used for? (Display a photo of, or a real, sand rake.)	Which of these is used to dig a very big hole? (Display photos of a small shovel and a large excavator.)	
Large Group	<p>Poem: Come Play With Me</p> <p>Discussion and Shared Writing: Classroom Visit From a Mason</p> <p>Materials: <i>Mighty Minutes</i> 42, “Come Play With Me”; books or photos showing adobe and stucco in buildings; samples of mortar and bricks</p>	<p>Game: Listen for Your Name</p> <p>Discussion and Shared Writing: Visit From a Glass Worker</p> <p>Materials: <i>Mighty Minutes</i> 85, “Listen for Your Name”; photos from books or images from the Internet showing how glass is made</p>	<p>Game: Hully, Gully, How Many?</p> <p>Discussion and Shared Writing: Golf Courses</p> <p>Materials: <i>Mighty Minutes</i> 21, “Hully, Gully, How Many?”; photos of sand being raked at a golf course; sand rake; golf club</p>	<p>Movement: Wind-Up Robots</p> <p>Discussion and Shared Writing: Site Visit to a Construction Site</p> <p>Materials: <i>Mighty Minutes</i> 194, “Wind-Up Robots”; <i>Intentional Teaching Card</i> SE01, “Site Visits”; clipboards and materials for observational notes</p>	
Read-Aloud	Read <i>Sand Dwellers: From Desert to Sea</i> .	<p><i>Xochitl and the Flowers</i></p> <p><i>Book Discussion Card</i> 52, <i>Xochitl and the Flowers</i> (first read-aloud)</p>	Poetry book from the “Children’s Books” list	<p><i>Xochitl and the Flowers</i></p> <p><i>Book Discussion Card</i> 52, <i>Xochitl and the Flowers</i> (second read-aloud)</p>	
Small Group	<p>Option 1: Same Sound Sort <i>Intentional Teaching Card</i> 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</p> <p>Option 2: Tongue Twisters <i>Intentional Teaching Card</i> LL16, “Tongue Twisters”</p>	<p>Option 1: Ramp Experiments <i>Intentional Teaching Card</i> M84, “Ramp Experiments”; flat boards for making ramps; objects to roll down the ramps; non-standard measuring tools</p> <p>Option 2: The Long and Short of It <i>Intentional Teaching Card</i> M25, “The Long and Short of It”; a container; pieces of ribbon or yarn of the same width (at least one ribbon per child)</p>	<p>Option 1: That’s How You Do It! <i>Intentional Teaching Card</i> LL78, “That’s How You Do It!”; chart paper; markers; camera</p> <p>Option 2: Writing Poems <i>Intentional Teaching Card</i> LL27, “Writing Poems”; paper; pencils; markers; chart paper; audio recorder</p>	<p>Option 1: Stepping Stones <i>Intentional Teaching Card</i> M55, “Stepping Stones”; masking tape or chalk</p> <p>Option 2: We’re Going on an Adventure <i>Intentional Teaching Card</i> M36, “We’re Going on an Adventure”; a box or overturned waste basket; sheet or long piece of cloth; table; stool; large cardboard box, open on two ends; large plant or barrel; large cardboard box, placed on its side; photographs of geographic features</p>	
Mighty Minutes™	<i>Mighty Minutes</i> 106, “Popping Popcorn”	<i>Mighty Minutes</i> 171, “Blowing Big Bubbles”	<i>Mighty Minutes</i> 161, “Baxter the Black Dog”	<i>Mighty Minutes</i> 58, “A-Hunting We Will Go”	

How can we make our own sand?

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

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

	Day 1	Day 2	Day 3	Day 4	Make Time for...
Interest Areas	Technology: Websites with images and videos showing how erosion, weather, and the ocean breaks down materials to create sand; rock tumbler	Discovery: dried sand dough; chunk of cement or mortar; delicate shells; pumice stones; solid rocks of various sizes; plastic containers with lids; mallets, 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	Discovery: a collection of small or broken bricks, hammers, mortar and pestle, rolling pins, solid rocks of various sizes, plastic containers with lids, etc.	Discovery: clear contact paper, magnifying glasses, glue, white paper, fine mesh strainers, bowls, scoops, spoons, etc.	<p>Outdoor Experiences</p> <p>Physical Fun</p> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card</i> P19, “Bounce & Catch.” Follow the guidance on the card.
Question of the Day	Can we make our own sand?	Can we make sand with this? (Display a porous rock, fragile shell, or a hammer.)	Can you line these up from largest to smallest? (Display pieces of brick or crumbly rock.)	How much sand have we made? (Gather the sand that was created by children this week and provide measuring cups or a scale.)	<p>Family Partnerships</p> <ul style="list-style-type: none"> Invite families, friends, site visit experts, and classroom visitors to attend the end-of-study celebration. Send them a letter that explains the event.
Large Group	<p>Game: Disappearing Rhymes</p> <p>Discussion and Shared Writing: Different Ways Sand is Made</p> <p>Materials: <i>Mighty Minutes</i> 88, “Disappearing Rhymes”; book or photos showing how sand is created through weathering; photos taken of sand samples on walks around the school</p>	<p>Game: Crazy Compounds</p> <p>Discussion and Shared Writing: What Can We Use to Make Sand?</p> <p>Materials: <i>Mighty Minutes</i> 198, “Crazy Compounds”; chunks of cement; pieces of dried mortar or sand dough</p>	<p>Movement: Let’s All Follow</p> <p>Discussion and Shared Writing: Can We Return Brick to Sand?</p> <p>Materials: <i>Mighty Minutes</i> 99, “Let’s All Follow”; bricks broken into pieces; photos taken during walks around the school of broken cement, mortar, bricks that</p>	<p>Game: Syllable Stroll</p> <p>Discussion and Shared Writing: Comparing New and Old Sand</p> <p>Materials: <i>Mighty Minutes</i> 155, “Syllable Stroll”; samples of new sand created on Day 3; sand from sandbox or sensory bin; rock tumbler</p>	<p>Wow! Experiences</p> <ul style="list-style-type: none"> Support children to gather work samples, photos, observational drawings, and sand samples to display at the end-of-study celebration.
Read-Aloud	A counting book from the “Children’s Books” list	A book from the “Children’s Books” list showing how sand is created	<i>Xochitl and the Flowers</i> <i>Book Discussion Card</i> 52 (third read-aloud)	<i>Little Chanclas</i>	
Small Group	<p>Option 1: Alphabet Books <i>Intentional Teaching Card</i> LL34, “Alphabet Books”; alphabet books; construction paper; markers; alphabet cards</p> <p>Option 2: Making My Name <i>Intentional Teaching Card</i> LL29, “Making My Name”; marker; small, sturdy envelopes; letter manipulatives</p>	<p>Option 1: Tap It, Clap It, Stomp It, Jump It <i>Intentional Teaching Card</i> LL52, “Tap It, Clap It, Stomp It, Jump It”; name card for each child; chart with “Mary Had a Little Lamb” written out</p> <p>Option 2: Rhyming Chart <i>Intentional Teaching Card</i> LL10, “Rhyming Chart”; chart paper with “Shake It” chant written out; plastic containers and sand to create maracas</p>	<p>Option 1: Sink or Float? <i>Intentional Teaching Card</i> M81, “Sink or Float?”; plastic floor covering; large clear containers of water; two trays or plates; variety of objects that might sink or float</p> <p>Option 2: Shake, Rattle, and Roll <i>Intentional Teaching Card</i> M61, “Shake, Rattle, and Roll”; five blank-faced cubes; shape stickers; parquetry or pattern blocks (five of each shape per child); container with lid; tape; paper plates</p>	<p>Option 1: Author & Illustrator <i>Intentional Teaching Card</i> LL69, “Author & Illustrator”; storybook in which the author and illustrator are different; cardboard or card stock; blank paper; bookbinding supplies</p> <p>Option 2: The “Me” Book <i>Intentional Teaching Card</i> LL76, “The ‘Me’ Book”; photos of the child and his or her family; work samples; photo album or bookmaking supplies; large, nontoxic ink pads or nontoxic paint and shallow tray</p>	
Mighty Minutes™	<i>Mighty Minutes</i> 53, “Three Rowdy Children”	<i>Mighty Minutes</i> 107, “Shape Shenanigans”	<i>Mighty Minutes</i> 04, “Riddle Dee Dee”	<i>Mighty Minutes</i> 112, “Let’s Do a Hand Dance”	

Vocabulary—English: *description* Spanish: *descripción*

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

Make Time for...

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