

## EPK 3 Focus Questions and Learning Goals for Sand

Students will explore sand during this study, researching where it is found and how it is created as well as doing some hands-on exploration with sand and rocks to discover the different sensory experiences these materials can provide us. The children will learn about different sandy habitats, such as the desert and the beach, and about the animals that live there. Students will also discuss who works with sand and how sand is used to create other things we see every day.

<b>Study 6:</b> Sand	Apr. 6	<i>Spring Break</i>
	Apr. 13	What do we know about sand? What do we want to find out?
	Apr. 20	What are the characteristics of sand?
	Apr. 27	Where is sand found?
	May 4	What do we make with sand?
	May 11	Who works with sand? How can we make our own sand?
	May 18	How can we make our own sand? Celebrating Learning
	May 25	<i>Transition Preparation</i>

### Language and Literacy: Building Writing Skills

#### Rhyming

Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song).

#### Counting Syllables

Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to draw attention to parts of words such as syllables by moving or clapping).

#### Initial Sounds

Identifies initial sounds in spoken words.

#### Asking More Complex Questions

Show understanding and respond to simple directions and requests (e.g., begin to ask “how” and “why” questions).

#### Retelling Stories

Demonstrate active listening skills (e.g., retell, and relate to what has been heard).

#### Meaningful Scribble Writing

Begin to develop writing skills by recognizing that drawings, paintings, and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil).

#### Using More Parts of Speech

Use more conventions of speech when speaking (e.g., use plurals, pronouns and possessive words such as “my” and “his”).

#### Writing Own Name

Write the first letter or more in own name.

### Mathematics: Identifying Numerals and Reviewing Counting Skills

Show interest in quantity, measuring, and number relationships.  
Adds one more to a small set of objects (totals up to 4) to make a set that is more.

Takes one away from a small set of objects (up to 5) to make a set that is less.

### Social Foundations: Persistence and Empathy

#### Self-Control

Occasionally avoids imitating the negative behaviors of peers with prompting from an adult.  
Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time).  
May remind other children to control their impulses and follow rules when not able to do so oneself.

#### Persistence

Can return to an earlier task after an interruption, with adult reminders.  
Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).

#### Rules

Can enjoy games with rules and follow the rules some of the time.

#### Empathy

Offers basic help to peers who are in need, upset, hurt, or angry (e.g., hug, comfort object, pat, encouraging word).

#### Symbols Have Meaning

Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling.

#### Fantasy vs. Reality

Identifies difference between fantasy and reality with adult support and prompting.

#### Problem Solving

When faced with a problem can slow down and think through options with support from an adult (e.g., “It looks like someone is in your way. What could you do to get him to move?”).

## Science: Sand

### Sand

Observe and describe the characteristics of sand.  
Explore sand through playing at the sand table and sandbox.  
Observe, compare, and describe a variety of rock samples at the science center.  
Research sandy habitats and the animals that live there through playing with models and through listening to a variety of fictional and informational texts.

### Problem Solving

Use more advanced problem-solving skills, testing his understanding and ideas in real situations (e.g., get a toy broom and use the handle to get a ball out from under a shelf where it has rolled).

## Social Studies: Sand

### Jobs Featuring Sand

Explore more complex situations and concepts, beginning to understand some people's jobs and care for the environment.  
Research jobs involving sand through listening to a variety of fictional and informational texts.

### Exploring Sand in Everyday Life

Explore how people use and work with sand through dramatic play.  
Explore environments featuring sand through dramatic play.

## Physical Development and Health: Sun Safety and Relocation Drills

### Fine Motor Skills

Demonstrate ability to construct objects using building sets.

### Gross Motor Skills

Participate in jumping and balancing activities.

### Safety

Practice sun safety habits, such as staying in the shade and drinking plenty of water when playing outside on hot days.  
Participate in relocation drill to Epworth Methodist Church as a practice of the Emergency Plan for Gas or Sewer malfunctions.  
Participate in monthly fire drill.

## Fine Arts: End of the Year Music and Art Program Preparation

### Following Cues and Directions

Explore more complex situations and concepts, beginning to understand some people's jobs and care for the environment (e.g., show a fingerplay that he learned to a friend, then make up hand motions to go with a new song).

### Art with Purpose

Create special Mother's Day and Father's Day gifts for families.  
Create artwork and learn music for the Closing Program.

### Open-Ended Art

Engage in open-ended art activities.

### Dance

Participate in music games that require coordinated full-body movement to the music.  
Participate in music games that require imitating animals or creating shapes with the body.  
Dance with props such as scarves or ribbons.

### Response to Change

Recognize when a quality in the music changes.  
Identify different dynamics (loud or soft), tempos (fast or slow), pitches (high or low), and note durations (long or short).  
Adjust own actions to reflect changes in the music.

## Spiritual Development: Share the Good News that God Is Always with Us

### God Cares About Everyone

Listen to and discuss the stories about God as the Good Shepherd.  
Discuss how each individual is important to God and how He loves each one of us.  
Recognize that God is always with us.

### We Are Part of God's Plan

Listen to and discuss stories about how we can be part of God's plan, such as Samuel's call and Esther saving her people.

### Spread the Good News

Listen to and discuss stories about spreading the good news of God's love, such as Jesus calling the disciples and the coming of the Holy Spirit.

## Kindness: Peace Around the World

### Sharing Good Feelings

Tell how it feels on the inside when someone is kind to them.  
Share good feelings with others through smiling.  
Offer a smile to people they don't know.

### Service

Create a Literacy Bag as a gift for a child served by the Gaithersburg Judy Center.  
Create a collection bag to gather book donations for the Gaithersburg Judy Center.  
Collect and sort coins to raise money for water filters for people without access to clean water.

### Peace Around the World

Recognize that people around the world want peace.  
Recognize ways in which people around the world are the same and different.  
Participate in a Walk for Water to build understanding of how people in different parts of the world take care of a basic need.

### Culminating Project

Reflect on what it means to be kind.  
Participate in a class project celebrating kindness.

