



# Molding Sand

Standard Connection:

- ELA.RL.PK4.2
- ELA.SL.PK4.1a
- M.MD.PK4.3
- M.G.PK4.4
- S.PS.PK4.2
- SS.FC.PK4.6a
- SS.FC.PK4.6b
- PD.FM.PK4.1
- PD.GM.PK4.5

**Enduring Understanding(s):**

- Friends usually share and help one another.

**Essential Question(s):**

- How can you find the resources, strategies, and people to solve your problems?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>The Little Red Hen (Makes a Pizza)</i></li> <li>• sand</li> <li>• small spray bottles with water</li> <li>• small or pretend cooking pots, muffin tins, utensils (ice cream scoops, plastic spoons, etc.)</li> <li>• shovels or scoops</li> <li>• plastic gloves</li> <li>• smocks</li> </ul>	<p><b>mold:</b> a container used to make a shape</p> <p><b>moist:</b> a little wet</p> <p><b>pat:</b> press gently</p> <p><b>wet:</b> not dry</p> <p><b>crumble:</b> break into small pieces</p> <p><b>fill:</b> to put as much as possible into</p>	

Intro to Centers	
<b>Preparation:</b> Set up materials.	
In <i>The Little Red Hen (Makes a Pizza)</i> , the hen used these materials to shape her pizza. What do you notice?"	<b>Show illustration. Children respond.</b>
"Today at Science, you can <b>mold</b> sand with these materials that we learned about in Let's Find Out About It. What do you notice?"	<b>Show materials. Children respond.</b>
"How are these materials similar to or different from the materials the hen used?"	<b>Children respond.</b>
"First, I will fill the <b>mold</b> with sand and turn the <b>mold</b> over. What do you think will happen when I lift the <b>mold</b> off the sand?"	<b>Model using dry sand. Children respond.</b>
"My sand <b>crumbled</b> - it broke into small pieces. How could I prevent the sand from <b>crumbling</b> ?"	<b>Children respond.</b>
"I will spray a small amount of water and <b>moisten</b> my sand - make it a little bit <b>wet</b> . I'll <b>fill</b> my <b>mold</b> with <b>moist</b> sand and <b>pat</b> it - press it gently. What do you think will happen now when I turn the <b>mold</b> over?"	<b>Children respond.</b>

## **During Centers:**

Compare and contrast molding sand to making dough letters or playing with Play-Doh. If children need a smaller workspace, set up bins of sand and materials on tables. Encourage children to notice how differently shaped molds create differently shaped sand creations.

## **Guiding Questions During Centers:**

- In *The Little Red Hen (Makes a Pizza)*, the hen used a pizza pan to shape her round pizza. Why are different shapes and sizes of pans and tins useful for making different kinds of food?
- What mold would you use to make \_\_\_\_\_? Why?
- If I add a small amount of water, I can moisten the sand. What would happen if I added a lot of water?
- What other materials in the classroom could we use as molds?

## **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

## **Documentation:**

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

## **Provocation:**

Encourage children to find other materials in the classroom that can be used to create shapes that are similar to those made with the cooking pans and utensils.

## **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of molds and/or clay/Play-Doh/Thera-Putty of different hardness to meet the fine motor needs of individual children.