

Sand Play [video]

About Empowering Preschool Quality (EPQ)

This collection was created to provide resources for early childhood professionals and the trainers providing professional development for them.

With the strong focus on early childhood education in recent years the EPQ Project is striving to meet the needs of teachers who are continually working to better serve young children. As the EPQ Project continues to grow, content will be added and revised as appropriate to meet the changing needs of teaching professionals and trainers.

As you explore this site, you will find a wealth of information including:

- [Video](#) examples of children and teachers in classroom settings that relate to specific
- Iowa Early Learning Standards ([IELS](#))
- Iowa Quality Preschool Program Standards ([IQPPS](#))
- National Association for the Education of Young Children ([NAEYC](#)) Standards and Accreditation Criteria
- A page for Trainers with resources to support their work

Although this work is based primarily on Iowa standards, the information contained in this web site is useful to early childhood professionals, consultants, or professional development providers outside of Iowa. The video examples illustrate high-quality preschool practices and will reflect the standards adopted by most states.

The EPQ Project was developed to help early childhood professionals and trainers achieve ever higher levels of excellence. You can help the EPQ Project achieve this by sharing your suggestions on how we can improve via our comment form.

NAEYC

Areas of Development: Social-Emotional

2.B.01- Children in Ms. Fisher's class **have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Fisher has a conversation with Kaylee and Jason while they play at the sand table. She takes the time to observe what the children are doing and uses this as an opportunity to ask questions and draw the children's attention to details. Kaylee observes that sand will flow through a sieve by shaking the sieve. When Ms. Fisher asks Jason if he can scoop a lot of sand with a slotted spoon, Kaylee observes that sand goes through the spoon because it has holes.

Areas of Development: Language Development

2.D.04-Children have varied opportunities to develop vocabulary through conversations...and...experiences...

Kaylee sifts sand at the sand table. As she begins to examine the tool she has been using, she asks Ms. Fisher what the tool is called. Ms. Fisher tells her it's a "sieve" and Kaylee repeats "a sieve." Ms. Fisher goes on to describe what the sieve looks like by saying, "This looks sort of like a screen to me, like on a screen door."

Designing Enriched Learning Environments

3.A.04- Ms. Fisher organizes space and selects materials...to stimulate exploration, experimentation, discovery, and conceptual learning.

Sand is an engaging material for children. The sand table in Ms. Fisher's room offers children a variety of tools to explore the sand including tools for scooping, sifting and dumping.

IELS

7.2-Play and Senses

Children engage in play to learn.

In Ms. Fisher's class, children **use sights...and...textures...to...explore, and experience activities and materials.**

Ms. Fisher talks with Kaylee and Jason as they play at the sand table. She asks Kaylee how she gets the sand to come out of a sieve. Kaylee replies, "By shaking it." Ms. Fisher asks Jason if he can scoop a lot of sand with a spoon that has holes in it. Kaylee notices that because the spoon has a lot of holes, it's hard to scoop sand with it. Kaylee begins to examine the sieve she's been playing with and asks Ms. Fisher what it is called. Ms. Fisher tells her that it is called a sieve and observes that it looks like a screen door. Kaylee agrees.

11.4-Scientific Reasoning

Children observe, describe, and predict the world around them.

Kaylee and Jason **show curiosity about...non-living things....**

Kaylee and Jason engage in sand play and are especially interested in watching the sand flow through a sieve and slotted spoon.

11.5-Scientific Problem Solving

Children apply and adapt strategies to solve problems.

Kaylee **uses her senses...to solve problems.**

When Kaylee plays with a sieve at the sand table, Ms. Fisher asks her how she gets the sand to come out. Kaylee replies, "By shaking it." Kaylee notices that Jason cannot scoop much sand with a slotted spoon. She observes that the spoon has holes in it, so the sand comes out of the holes.

IQPPS

Areas of Development: Social-Emotional

2.12- Children in Ms. Fisher's class **have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.**

Ms. Fisher has a conversation with Kaylee and Jason while they play at the sand table. She takes the time to observe what the children are doing and uses this as an opportunity to ask questions and draw the children's attention to details. Kaylee observes that sand will flow through a sieve by shaking the sieve. When Ms. Fisher asks Jason if he can scoop a lot of sand with a slotted spoon, Kaylee observes that sand goes through the spoon because it has holes.

Areas of Development: Language Development

2.16-**Children have varied opportunities to develop vocabulary through conversations...and...experiences...**

Kaylee sifts sand at the sand table. As she begins to examine the tool she has been using, she asks Ms. Fisher what the tool is called. Ms. Fisher tells her it's a "sieve" and Kaylee repeats "a sieve." Ms. Fisher goes on to describe what the sieve looks like by saying, "This looks sort of like a screen to me, like on a screen door."

Designing Enriched Learning Environments

3.1- Ms. Fisher **organizes space and selects materials...to stimulate exploration, experimentation, discovery, and conceptual learning.**

Sand is an engaging material for children. The sand table in Ms. Fisher's room offers children a variety of tools to explore the sand including tools for scooping, sifting and dumping.

HSPTS

1304.21(c)(1)(i) - Ms. Fisher **supports each child's individual pattern of development and learning** by asking questions pertinent to what the child is doing in the sand play.

Ms. Fisher has a conversation with Kaylee and Jason while they play at the sand table. She takes the time to observe what the children are doing and uses this as an opportunity to ask questions and draw the children's attention to details. Kaylee observes that sand will flow through a sieve by shaking the sieve. When Ms. Fisher asks Jason if he can scoop a lot of sand with a slotted spoon, Kaylee observes that sand goes through the spoon because it has holes.

1304.21(c)(1)(vii) - Ms. Fisher **provides individual and small group experiences indoors** by asking two students open and closed ended questions about their sand exploration.

Kaylee and Jason engage in sand play and are especially interested in watching the sand flow through a sieve and slotted spoon. Ms. Fisher talks with Kaylee and Jason as they play at the sand table. She asks Kaylee how she gets the sand to come out of a sieve. Kaylee replies, "By shaking it." Ms. Fisher asks Jason if he can scoop a lot of sand with a spoon that has holes in it. Kaylee notices that because the spoon has a lot of holes, it's hard to scoop sand with it. Kaylee begins to examine the sieve she's been playing with and asks Ms. Fisher what it is called. Ms. Fisher tells her that it is called a sieve and observes that it looks like a screen door. Kaylee agrees.

HSCOF

Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

Science

Scientific Skills and Methods

- Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.
- Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.
- Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.

Scientific Knowledge

- Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

Social and Emotional Development

Self Control

- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Approaches to Learning

Initiative and Curiosity

- Chooses to participate in an increasing variety of tasks and activities
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

Engagement and Persistence

- Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences
- Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

Reasoning and Problem Solving

- Develops increasing ability to find more than one solution to a question, task or problem.
- Develops increasing abilities to classify, compare and contrast objects, events and experiences

Physical Health and Development

Fine Motor Skills

- Grows in hand eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.