

Chapter 1 : Sand & Water Play - Playground Centre

Kids love to play with water and sand. Step2 sensory activity tables and sandboxes for kids provide countless hours of fun for toddlers and preschoolers. Little ones will develop their fine motor skills as they dig in a sand table and splash in a water table.

They learn science from pouring and measuring and seeing the consistency of how the water changes. Plus you get so much cooperative play. Sand and water is completely a hands-on experience that is open-ended. The kids can put toys to fish in, or they can make mountains and islands. They can put rocks in the water and work with density and weight. Sand and water play should be a center that is open like the block area or your art area. It should be part of every day. My kids love the sand and water so much they ask for it no matter what the temperature. They just love it, and they do amazing things with it. You can put different sized containers in there or plastic fish or men. Tell them you want the water to stay in the tub. You have to guide them through the process. Sand and water play can also be helpful in teaching kids about the environment. You can extend the activity by talking with older kids about how rivers and lakes form. You can discuss how the ocean gets polluted when the storm drains run to the ocean. Since water is soothing, it can be a great activity for kids with attention deficit disorder ADD or some type of hyper active trait. I usually put water in there and not make the sand really wet. Kids with disabilities can exercise their gross and fine motor skills. They can use their whole arm and make a mountain. Put some containers and dinosaurs in there. Toddlers are notorious for scooping up the water and dumping it out. Child Care provider Comments Sandy Family child care provider for 5 years We do sand and water play both indoors and outdoors. Outside, we have a sand box for them to play in. So we place a plastic mat on the floor and we put their toys or material on top of it. Mechelle Child care provider for 4 years My kids love playing with sand and water, too. I have a sand and water table, but you can also use dishpans and fill them with sand and water, and use them inside or outside. Outside, I have a huge sandbox that the kids can get into. You can put in rice or birdseed or beans. I do let him water the grass and the plants. When they are using it in everyday activities, they learn about their environment.

Chapter 2 : Kids' Sandboxes & Water Tables for Outdoor Play | Little Tikes

Your kids can play in the sand and in the water with all kinds of ONE DAY SALE!! Sand Bucket 17 Elements, Molds & Tools for Sand Boxes, Water Tables, Beach, Bath Tub, Pool or Kinetic Sand Toys For Baby, Kids and Toddler.

It was the summer of when Grandma and her cousins dug the hole to China. Grandma wonders now why they started to dig at the top of the hill, but their spirits were undaunted. The older girls took turns inserting their legs ankle deep, knee deep, thigh deep. When the hole was finished, had you inserted a leg and stretched your toes really far, you too, could have touched China! Children have always been intrigued by sand play. They dig in sand, sift it, build with it, pour it, enjoy the feel and smell of it, pretend with it, and explore how it moves. Balke contends that, "The culture of children is threatened by mass media and overproduction of plastic playthings that are ready-made and demand nothing of the child" p. Sand, on the other hand, is well-suited to the explorative and imaginative nature of young children. Why Play in Sand? There is no right way to use sand. It invites participation; it permits children to make and test hypotheses; it stretches the imagination; it provides a potentially soothing sensory experience; and it is an excellent avenue for children to learn physical, cognitive, and social skills. Because sand play is open-ended, the child determines the direction and path of his or her own play. This freedom then clears the way for the child to build developmental concepts. According to constructivist theory Piaget, , children have an inner drive to build an understanding of their world as they explore and interact with materials. Concepts about how the world works are built gradually and become increasingly complex as the child enters a rich learning environment and exercises his or her freedom to play. The Exploration-Play-Application Sequence When a child first encounters a new play setting, he or she will behave in a manner Vandenberg , described as the exploration-play-application sequence. According to Vandenberg, a child cautiously explores a novel material or piece of equipment before he or she actually plays with it. Children who have never had the opportunity to play in sand or any other material will need time to explore their new environment before beginning purposeful play. As teachers, we should plan large blocks of time for children to become engaged with materials. In other words, play is a practice time during which the child develops useful physical, cognitive, and social skills in an environment where mistakes and errors are inconsequential. Those skills are then available to the child as a resource for future use. Children should feel comfortable asking and answering their own questions. Open-ended play can be fostered by using key phrases like the following: What else could you do? What would happen if you? How did you do that? Is there another way to? By asking open-ended questions, the teacher provides a framework that enables children to learn more than they could on their own. Vygotsky called this framework a scaffold. The teacher provides support for learning, then gradually withdraws that support as children become able to do more and more on their own. The teacher first carefully prepares a challenging, intriguing environment. She then asks open-ended, purposeful questions which build a bridge for children to cross the gap between what they could accomplish with appropriate scaffolding. Sand play promotes physical development. Large muscle skills develop as children dig, pour, sift, scoop, and clean up spills with brush and dustpan. Eye-hand coordination and small muscle control improve as children learn to manipulate sand accessories. Sand play also promotes social skills. When children work together at the sand table they are faced with real problems that require sharing, compromising, and negotiating. A group may engage in dramatic play as they "cook," construct roadways, dig tunnels, or create a zoo for rubber animals. As children take on roles associated with their dramatic play, they learn important social skills such as empathy and perspective taking. The teacher can promote cognitive development by preparing an interesting, challenging sand play environment. This environment can be achieved by continually changing and adding interesting accessories to the center. Mathematical concepts can be developed during sand play by providing children with measuring spoons and cups, containers in a variety of sizes and shapes, balance scales, or counting bears. Then challenge children to count how many scoops it takes to fill a container. Sequence accessories by size. Develop science concepts by suspending a funnel or pendulum above the sand table. Provide magnets and buried treasure. Use ropes and pulleys to move buckets of sand. Punch holes in a plastic bottle, fill it with sand, and observe. Then try

different sizes and placement of holes. Add water, filters, or gravel to the sand. How does it change? Encourage children to make signs for use in sand play and find out what a colander is to develop language skills. Invite children to write their names in the sand or tell a story about their play. Move traffic signs from the block center to the sand box. Teachers can incorporate the arts into sand play by encouraging children to draw a song in the sand; make castings, moldings, and prints; and write a sand poem. As children sift and pour, play background music and encourage them to sing. Try using sand combs and describe pattern and design. You will think of many more accessories to change the sand play area to keep it fresh and inviting. Look around for common objects and household discards that might spark ideas when paired with sand. You might even decide to make alternative rice, nut, corn, bean, mulch, packing peanut, aquarium gravel, or cornmeal centers to compare with sand play. Conclusion Children have a natural affinity for sand play. Teachers can build on that interest by providing children with inviting props, asking appropriate questions, and scheduling ample time for children to work through their play ideas. While the teacher provides the stimulating environment to enhance concept development and skill building, it is important that the sand play area remain free and child-centered so that children may generate their own play schemes imaginatively. It is through purposeful, self-initiated play that children move beyond the world of what is to become the strongest, the wisest, the most competent and skilled participants in the world of what could be. We need to invite children to explore the time-tested natural ingredients of play so that they, too, might stretch their toes really far and touch China. Play and the Arts: The Importance of the "Unimportant. The Young Child as Scientist. Play, Dreams, and Imitation in Childhood. The role of play in the problem-solving of children years old. Play and Development from an Ethological Perspective. American Psychologist, 33, Developmental Features of Exploration. Developmental Psychology, 20, The Role of Play in Development. American Psychologist, 31, Sand Play Accessory Ideas cardboard tubes and ping-pong balls spatulas.

Chapter 3 : Kids Sandboxes, Sand Tables and Water Tables | Step2

Combine sand play with some of our water play products, and create an area for kids to learn about science from the early stages of life. Each sand and water playground component is a beneficial addition, and is built to last!

Tubs of sand, water and fish gravel are used in this entertaining yet educational sand and water play theme. Toddlers and preschoolers enjoy playing in the sand and water, making activities for sand and water play a fun learning experience. Students will rotate through various stations to let them explore the properties of sand and water while using their discovery skills. It is a good day to elicit help from classroom volunteers to supervise the activities as working with sand and water can be dangerous. For each station, you will need: At least 7-large tubs; kitchen dishpans or wash tubs work well; sand tables or small wading pools if you are going to use smaller tubs, then provide 2 a source of water to fill the tubs play sand Towels and dry clothes will be necessary, as well. The rest of the materials needed are broken down by station. Students will rotate through each station. Time management is necessary to be sure every student has a chance to participate at every station. Provide at least 15 minutes per station. This sand and water theme can certainly be carried over for a few days of class if needed. Image is courtesy of Amazon. Sand tables or a small wading pool is recommended for the most creativity. Children will create structures using the damp sand and can compress it between their hands to form shapes. Use a couple of tubs, a sand table or a small wading pool. Include sand toys with wheels, such as trucks, measuring cups, scoops and spoons so that the fluid property of dry sand can be explored. Items are buried for the children to locate using their hands. Items to bury in the sand include plastic dinosaurs or animals. The bright colors and the smooth texture of the gravel is fun for the kids to explore. Using a couple of tubs works well for this activity. How do you know? You will need assorted soaps, a pumice stone, at least one bar of Lava and Ivory soap. Talk about the importance of washing hands and keeping the soap clean so germs do not grow. Ask students to explain why they think pumice floats. If desired, provide some plastic blocks for students to wash. Likewise, a couple of tubs will work. Why or why not? What makes an object float? What makes it sink? Hand each object to a child and ask them to predict what the object will do. Include water and water toys, such as plastic boats, ice cube trays, cups, small squirters, small balls and plastic fish. It is best to use a small wading pool. Be sure to provide adult supervision. Allow for free water play to explore the properties of water. Can you hold water in one hand? What about two hands? Hang the pictures around the room. Also, take plenty of photos for graduation and your memory books. This information is provided by Laurie Patsalides, M.

Chapter 4 : The Importance of Sand and Water Play | NAEYC

Sand and water play can also be helpful in teaching kids about the environment. You can extend the activity by talking with older kids about how rivers and lakes form. You can discuss how the ocean gets polluted when the storm drains run to the ocean.

Change and flow are two of the scientific principles children can explore with these materials. Grades PreK-K, 1-2 From Your sand or water table is a place where children can - and often do - apply the scientific method to their explorations. During "elbow-deep" investigations, they observe, predict, estimate, experiment, and draw conclusions. Though children may not recognize the "science" of what they are doing, you can help them make important connections and develop critical-thinking skills. Change and flow are just two of the scientific principles children can explore. Change Everywhere a young child looks, things are changing. This morning it was raining; now the sun is out. Plant soil, moist the other day from watering, is now parched and dry. How do these things happen? Though we all want children to retain a magical sense of wonder it is also important for them to learn that scientific changes are a natural part of their world. Sand and water are perfect materials to help children take part in the process of learning how to effect change using some of the natural forces that surround them. Start with providing quality materials: How many ways can we change water? How many ways, can we change sand? What happens when they are mixed together? Can you freeze sand? Can you shape water? By experimenting with changing appearance, weight, temperature, and consistency, children gain an understanding of the nature of these materials. Flow Provide a variety of materials - sieves, funnels, colanders - for children to use to compare the flow of water and the flow of sand. As they explore, you might ask: Does sand come through a sieve in the same way as water? Is there ever any water left in the sieve? Does sand flow as fast as water? Children may also want to try creating their own "flow" tools using such items as plastic tubing, paper cups, and so on. Encourage those who are interested to make their own sieves and draw their attention to the difference in flow when they create many holes as compared to just a few, and large holes compared to small ones. This article originally appeared in the February, issue of Early Childhood Today. The art area is a perfect place to share the wealth! Remember to encourage children to come up with their own ideas.

Chapter 5 : A Place of Our Own: Sand and Water Play

The sand table and the water table can be two of the most popular areas of the classroom for young children, but it is important to remember that these areas are essential to the classroom for higher-level learning.

Plan and teach toddler lessons using interactive activities. The tactile experience of this kind of soft play allows them to express feelings they may be too young to verbalize. It is an excellent teaching aid for the arts think sand castles and simple sand art. Manipulating sandbox toys is a superior way to develop hand-eye coordination as well as gross and fine motor skills. Try these simple ways to turn activity table centers such as sand play into learning events. Make an inexpensive activity table with plastic wash tubs filled with sand and place them on the classroom activity table or use a commercial sand table. Measurement Play Provide a variety of sizes of sand toys for measuring objects like sand and water. Sand buckets and shovels are always popular. Encourage the kids to practice filling the sand pails to different levels and guide a discussion about their exploration. Discussion Questions How does the dry sand feel in your hand? What happens when we add water to the dry sand? Can you take your finger and make a design in the wet sand? Tell me about your design. Which do you like best: Sand Activities Hide toys such as plastic dinosaurs in the sand and let the kids excavate them. This activity ties in nicely with a dinosaur hunt unit that explains how archaeologists dig for fossils, the care they use to remove found objects and so on. Have a show-and-tell day and let the kids bring a favorite toy from home. Since most toddlers will bring a collection of toys such as cars, plastic figures or maybe building toys, encourage them to create a sand table village with their toys. Water Table Play Water table play and preschoolers is a perfect match. Water and sand play is a fascinating way to teach science and math to any age group. Here are some easy ways to incorporate science and mathematics learning into water table play. Water Table Play Use the plastic dinosaurs and ask open-ended questions: Use the dinosaur props from the sand table center and drop them into the water. Why or why not? How many dinosaurs can you put into the cup before it overflows? What happens if we drop sand into the water? Will the sand float – why or why not? Some naturally playful activity center ideas are: Using drinking straws, invite the toddlers to trace letters or make designs in the wet sand. Build sand castles using the sand toys castle molds. Construct a sand castle village, and then let the kids demolish it. Modeling clay molds and toys can be repurposed into sand toys easily. Ask parents to donate any unused items they may have. Plastic cookie cutters also make fun and safe sand toys. While you may prefer to keep sand table and water table play as separate activity centers, there is a natural synergy between kids, sand and water. They will mix the sand and water in spite of your best efforts. If space is an issue in the classroom, evaluate the value of having a combined sand and water play area with common toys. Not only is it a space-saving solution, it eliminates the stress of monitoring toddlers who have their own creative play ideas about these activities.

Chapter 6 : www.nxgvision.com - Arranging and Equipping the Sand and Water Area

By experimenting with sand and water, children learn about measurement and natural science. As with most play opportunities, learning is enhanced by providing a variety of sand and water play toys that encourage children to dig, scoop, fill, pour, and engage in flexible, open-ended play.

Both of these centers allow children to learn with hands-on materials and take in new information through their senses. These sensory experiences can assist some children with calming down their bodies. The sand and water centers are introductions to higher-level thinking concepts like volume. When children empty two pails of sand into one larger pail, they begin to learn about which pail has more and which pail has less. They have the opportunity to see how many cups it takes to fill the largest bucket. They can also see how one tall pail of sand also equals a short, large bucket. Children can use the sand to create shapes and structures. The water table introduces children to early physics concepts like motion and flowing water. Children have the opportunity to make predictions about what objects will sink in the water and which items will float. Sand and water areas introduce discussions about living and non-living items, as well as animal habitats. The sand and water areas of the classroom are wonderful environments to create conversations. Young children typically play together in these areas, develop intricate pretend play ideas, and ask one another questions. These areas also give the teachers plenty of opportunities to talk to students about their creations and pretend play. Since so many children want to play in these areas of the classroom, children must learn how to take turns and share the classroom materials. Children must work together to create a castle in the sand, and young children play together to make their sea animals talk to each other in the water table. These centers are classic examples of open-ended materials that do not have one specific purpose. Children focus on the process of playing with the sand and water instead of trying to create an end product. How do teachers encourage sand and water play in the classroom? Sand or water must be available to the children each day. This allows children to have creative learning experiences, but it also helps to establish the classroom rules for playing in these centers. Teachers need to set-up the environment to provide the children with an optimum learning experience. Teachers can include access to materials like measuring cups, ladles, funnels, sifters, colanders, or small manipulatives like plastic animals. Teachers need to monitor these areas closely especially with very young children to maintain safety at all times.

Chapter 7 : Earlychildhood NEWS - Article Reading Center

While you may prefer to keep sand table and water table play as separate activity centers, there is a natural synergy between kids, sand and water. They will mix the sand and water in spite of your best efforts.

Chapter 8 : Sensory Play with Sand | Learning 4 Kids

Young children love playing with sand and water and find both relaxing. It cannot be emphasised enough though that when children are playing with water they need to be fully supervised as they can drown even in a small amount of water.

Chapter 9 : Toddler Sand and Water Table Activity Ideas

Sand and Water Play is a fully inclusive form of play and encourages groups of children to work together, communicate and share. It's one of the most effective methods to educate early years children and develop their understanding of the seven areas of learning.