

**A Beach is a Beach**

**Grade Level:** K-2

**Standards:**

**National Science Content Standards: K-4**

Content Standard A, Content Standard D

**Michigan Science Standards and Benchmarks:**

CI.1.E1, CI.1.E2 , CI.1.E3, CI.1.E6, RII.1.E4, EGV.1.E1, EGV.1.E2

**AAAS Benchmarks:**

Grades K-2: 4C, 1B, 1C, 1D, 12C, 12D

**Objective:** Students will look at beach sands from around the world to determine if all beach sand is alike.

**Materials:** A Beach is a Beach PowerPoint, beach sand samples or photos of sand, magnifying glasses, drawing utensils, My Sand Looks Like paper, globe or world map

**Optional Materials:** Whole seashells, pieces of quartz, basalt, and other rocks that make up beach sand

**Anticipatory Set:**

- Show students first slide of PowerPoint Presentation.
- Ask students if they have ever been to a beach.
- Ask them to think of what the sand looked like and felt like.
- Show students the globe or map and ask if they think that sand from every beach in the world looks exactly the same as the sand they have experienced.

**Instructional Input:**

- Show students second slide of PowerPoint Presentation
- Read definition and ask students to think of the beach they have been to. Does it fit the definition?
- Go through elements of different beaches on third slide showing the pictures of different types of beaches.
- Using slide four pose question again – Is all beach sand the same?

**Guided Practice:**

- Go to slide five of presentation and tell students that they will be looking at sand samples and drawing what they see in them to help answer this question.

- Pass out one sample of beach sand to every student or group or photos of interesting sands from our gallery. Ask students not to show others their sand samples and/or pictures yet. Ask them to examine it and try to tell what it is made up of.
- Pass out magnifying glasses. Allow students time to look through the magnifying glasses to see the pieces of their sand.

**Check for Understanding:**

- Ask students what they see in their sands. Ask if anyone has pieces of rocks or shells.
- Show students large pieces of shells and rock samples and, using slides six and seven, guide them through the different examples of where the sand might have come from.

**Independent Practice:**

- Pass out the My Sand Looks Like paper and drawing utensils. Have students draw what their sample looks like to the naked eye, and then what it looks like under the magnifying glass.

**Closure:**

- Have students bring their papers to others and compare their drawings and their sand.
- Showing slide eight, ask again is all beach sand the same? Students should answer NO!