

✓ LANGUAGE/LITERACY

Safe Sailing

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.1, dual language learners DL1.1, DL2.1, physical/health PD4.1

Materials from Kit: Life Jacket Vocabulary Card (p. 5)

Suggested Materials: life jacket

Learn about ways to be safe on the water.

- Show the Life Jacket Vocabulary Card. Point to and name *life jacket*.
- Encourage the children to repeat the term *life jacket* as they show readiness.
- Ask if any children have ever worn a life jacket. Explain that life jackets help keep people safe when they are on boats or other places near the water. If a person is wearing a life jacket and falls in the water, she will float.
- The little girl is inside the boat on the water, so she is wearing a life jacket to be safe.
- If possible, show the children a real life jacket. Allow them to handle it. Some children may want to try it on.
- Look at the picture again. Help the children notice that the girl is also wearing sunglasses and a hat to protect herself from the sun, which is also very important for safety.
- **Older Toddlers:** Show the children how to fasten the life jacket. Encourage them to try to fasten it themselves if they show readiness.



Observe: Do the children begin to notice ways to be safe around water? Do they recognize other ways to be safe or look to you for guidance in possible unsafe situations?

✓ PHYSICAL/HEALTH

Bouncy Beach Balls

Indicators: physical/health PD1.1, PD2.1, PD2.2, PD2.3, PD3.1, PD3.2, social/emotional SE2.1, SE2.2

Materials from Kit:

Physical/Health Card 11

Suggested Materials: beach ball(s)

Observe: Do the children participate in this game? How do they participate and play? How do they use their arms and legs?



HERE'S A TIP!

Give children opportunities to use zippers, buttons, and snaps. There are several toys that provide this practice for children. You could also offer clothing that they could practice on. When going outside, get the zippers on their coats started and then encourage them to pull up the rest of the way. This will provide good fine motor practice and self-help skills.

CREATIVE ARTS

Sail Time

Indicators: creative arts CA2.1, CA4.1, CA4.2, social/emotional SE2.2, SE4.1

Suggested Materials: rocking boat OR materials to make a boat (large cardboard box, smaller cardboard box, long cardboard tube, cloth, glue, packing tape, scissors), music

Let imaginations soar as you pretend to go sailing together.

- If you have a rocking boat, this would be a great time to bring it out!
- If not, you may want to create a boat for pretend play. Locate a box that is big enough for one or more children to sit inside. If necessary, cut down the sides so it is easier for the children to get in and out.
- To add to the fun, locate a long cardboard tube to use as a mast and a smaller cardboard box to create a stand for the mast. The smaller box should fit in the larger one but leave room for the children to sit inside. It should be tall enough to support the mast. Trace the end of the tube onto the bottom of the smaller cardboard box and cut out a hole. Glue or tape the smaller box to the center of the larger one with the hole on top. Insert the tube into the hole so it will stand. If necessary, use packing tape to further secure the mast.
- Tape some cloth to the cardboard tube to create a sail.
- Place the boat in the room and encourage the children to pretend to go sailing! As they sit in the boat, talk with them about where they are going and what they see. Discuss what the weather is like.
- As the children enjoy their imaginary journeys, play some sailing music.

SOCIAL/EMOTIONAL

All Aboard

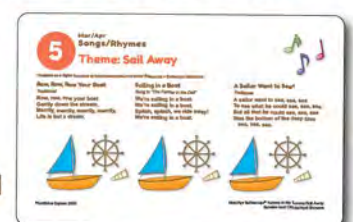
Indicators: social/emotional SE1.1, SE2.1, SE2.2

Materials from Kit: Songs/Rhymes Card 5

Suggested Materials: brown paper, blue finger paint, white paper, scissors, marker, camera

Children can find pictures of themselves and friends as you sing a fun sailing song.

- Cut a large boat shape from brown paper and lay it on a table.
- Coat the children's hands with blue finger paint and have them add handprints to the boat to create waves. Let dry.
- Display it on the wall or a bulletin board. Add another strip of brown paper for a mast. Cut a large triangular sail from white paper.
- Take photos of the children and display them as if they are riding in the boat.
- As the children look at themselves in the boat, lead the song "Sailing in a Boat" from Songs/Rhymes Card 5.
- Encourage the children to find pictures of themselves and their friends in the boat.



LANGUAGE/LITERACY

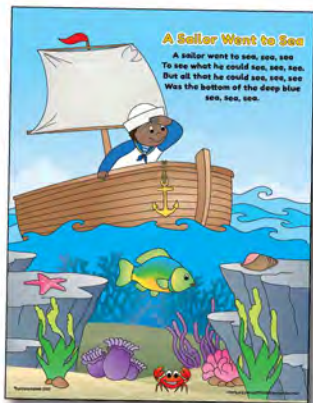
A Sailor Went to Sea

Indicators: language/literacy L1.1, L2.1, L2.2, L3.1, L3.2, L3.3, dual language learners DL1.1, DL2.1, creative arts CA2.1, CA2.2, CA3.1

Materials from Kit: A Sailor Went to Sea Nursery Rhyme Story Prop (p. 21), Songs/Rhymes Card 5

Introduce a new rhyme to the children in two different formats.

- Bring out the A Sailor Went to Sea Nursery Rhyme Story Prop.
- Talk with the children about the picture. What do they see? Draw attention to the color blue and details in the picture.
- Continue to show the picture as you say the rhyme. Repeat a few times.
- You can also sing this rhyme. The song is available as a digital download at funshineexpress.com under Resources > Buttercups Resources. The lyrics are located on Songs/Rhymes Card 5. Listen to this new format as you sing together.



SOCIAL/EMOTIONAL

I See

Indicators: social/emotional SE1.1, SE1.3, SE2.1, SE2.2, science SC1.1, SC1.2

Materials from Kit: All About Me—I see (p. 6)

Suggested Materials: Eyes Character Counts Story (online resource), unbreakable magnifying glass

Learn about what our eyes see and do.

- Bring out the All About Me Card labeled “I see.” Show the card and talk about what is happening. Talk about what the child sees.
- Help the children understand that we use our eyes to see many different things in the world around us.
- Invite the children to look around and talk about what they see? They may name toys, pictures, clothing, or other objects.
- Help the children learn more about what our eyes can see and do by reading the Eyes Character Counts Story available at funshineexpress.com under Resources > Buttercups Resources.
- **Older Toddlers:** Offer older children unbreakable magnifying glasses to look through. Talk about what they see and how it looks. Invite them to look at different objects in the room using the magnifying glass.



SCIENCE

Wind Power

Indicators: science SC1.1, SC1.2, SC2.1, math M1.1, M3.2, M4.2, approaches to learning AL1.1, AL2.2, AL2.3, AL3.1, AL4.1

Materials from Kit: Fish and Net Manipulative (p. 7)

Suggested Materials: assorted heavy and light objects (toy bath boats, paper wad, feather, leaf, plastic block, wooden block, rock, book, crayon, etc.)

Caution: Choose objects that the children can safely handle. Supervise closely.

Experiment with how different objects move when you blow on them.

- Collect assorted small objects of different shapes, weights, and textures. Be sure to include the fish from the Fish and Net Manipulative.
- Place one object on the table and wonder aloud if you can move it by blowing on it.
- Invite the children to help. Blow on the object together and see if it moves. What happens?
- You will find that some objects, such as feathers, move easily. Others require more effort, and some will not move at all.
- Remind the children that sailboats need wind to move.
- **Older Toddlers:** As the children blow on items, sort them into groups to show if they moved or not. When you finish, compare the items. Are the ones that moved different from the ones that did not? What do the children notice? Which group has more?



Observe: Do the children experiment with blowing on the objects to see what happens? After they observe what happens, do they try again? Encourage children to ask questions to further their discoveries.

PHYSICAL/HEALTH

Drip, Drop

Indicators: physical/health PD3.1, PD3.2, PD3.3, approaches to learning AL1.1, AL2.2, AL3.1, science SC1.1, SC1.2

Materials from Kit: Physical/Health Card 12

Suggested Materials: pipettes OR small spoons, shallow dishes of water, assorted types of paper and fabric (foil, wax paper, copy paper, terrycloth, vinyl, wallpaper samples, etc.)



LANGUAGE/LITERACY

Boat Jobs

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.3, dual language learners DL1.1, DL2.1, creative arts CA2.1, CA2.2, CA3.1

Materials from Kit: Songs/Rhymes Card 6

Spend some time discussing jobs that people have on boats.

- Ask the children if they can think of jobs that people might have on a boat? Encourage all of their ideas, some might be silly and others realistic.
- Share some jobs that people have on boats. Below are some ideas to get you started, but share ones that you think will interest the children in your group the most:
 - The person in charge of the ship is called a *captain*.
 - The person who steers a ship is called a *helmsman* or *helm*.
 - There are *crews* that help to keep the boats clean.
 - Some ships have *cooks* who prepare meals. Depending on the type of ship, the cook might prepare the meal for the crew. Other ships, such as cruise ships, have to prepare the meals for passengers.
 - Some ships carry cargo from place to place. There are crews that help load and unload heavy boxes and containers.
 - Some *sailors* have to move and lift the sail on a sailboat to be sure the sailboat moves in the right direction.
 - Fishing boats often catch fish to sell at markets or to restaurants. The crew tries to catch lots of fish each trip and uses many different types of equipment, such as nets, rope, and rods.
- Be sure to expand on jobs in which children show interest.
- Sing the song “Sailing on the Ocean” from Songs/Rhymes Card 6. Encourage the children to sing and move with you.

PHYSICAL/HEALTH

Block Boats

Indicators: physical/health PD2.2, PD3.1, PD3.2, approaches to learning AL3.1, creative arts CA4.1

Materials from Kit: Physical/Health Card 13

Suggested Materials: blocks, assorted toy boats

SOCIAL STUDIES

My Jobs

Indicators: social studies SS1.1, SS4.1, social/emotional SE1.1, SE1.2, creative arts CA2.1

Materials from Kit: Songs/Rhymes Card 6

Suggested Materials: helper chart OR pictures of jobs the children help with

Help the children notice the many jobs they help with and how much their work is appreciated and valued.

- Young children love being little helpers. They probably help with many tasks.
- If you have a helper chart with pictures, bring it out. If not, print pictures of jobs the children frequently help with. Some tasks the children might help with are feeding a class pet, helping with snack, being a line leader, being the weather helper, helping clean up toys, or other tasks.
- Look at the pictures together. Talk about each job. Sing the song “Helping Hands” from Songs/Rhymes Card 6, naming a job the child enjoys helping with. Repeat for each child.
- Sing the song whenever you see a child helping with a task to let her know you value her help.



Observe: Which classroom jobs do the children help with? Do they express enjoyment in helping? Help children to notice the importance of assisting with simple tasks and jobs.

SOCIAL/EMOTIONAL

Sailing Lullaby

Indicators: social/emotional SE2.1, SE3.2, SE4.1, creative arts CA2.1, CA2.2

Materials from Kit: Songs/Rhymes Card 7

Sing a soothing sailing lullaby to the children.

- Lullabies can help children relax and transition from playtime to rest time or relax when they are feeling a bit stressed.
- You can choose a lullaby from the music center suggestions on page 25, sing a favorite one, or try the “Sail Away Lullaby” from Songs/Rhymes Card 7.
- Singing lullabies consistently at rest time or to help children relax may support them in understanding when their body needs to rest. Children may begin to request lullabies during times of stress or when they need some quiet.

Review Suggestion: Repeat the Row and Sing activity from page 29.

LANGUAGE/LITERACY

Sea Animals

Indicators: language/literacy L1.1, L2.1, L2.2, L3.1, dual language learners DL1.1, DL2.1, science SC3.1

Materials from Kit: *The Sea* board book (p. 5), Fish and Net Manipulative (p. 7)

Suggested Materials: water table OR plastic tub, water, large plastic sea animals and shells, large ladles

Caution: Always supervise water play closely. Children can drown in a small amount of water. Be sure to offer large plastic sea animals and shells that do not create a choking hazard and can pass a choke tube test.

Learn about animals that live in the sea.

- Bring out *The Sea* board book again. Name each animal and sea object. If possible, name in English and each child's home language. Encourage the children to repeat as they show readiness.
- Encourage the children to name other animals that they think live in the sea. Can they think of other plants or objects they might find?
- Bring out the water table and plastic sea animals and shells. Be sure to include the Fish and Net Manipulative in your play.
- Invite the children to join you. Drop each animal or shell into the water. Encourage the children to name the animal as you do so, helping as needed.
- When all the animals have been added, encourage the children to use the net or large ladles to scoop up the animals and shells. Invite them to name and talk about the animals they scoop up.
- Play as long as the children show interest.



PHYSICAL/HEALTH

Digging in Sand

Indicators: physical/health PD3.1, PD3.2, PD3.3, science SC1.1, SC1.2, math M4.2

Materials from Kit: Physical/Health Card 14

Suggested Materials: sand play area (sand table, tub of sand, sandbox, etc.), assorted toys, toy boats, shells, small plastic shovels, rakes, colanders, sifters



SOCIAL/EMOTIONAL

Sammy Seagull Says

Indicators: social/emotional SE1.1, SE2.1, SE2.2, SE4.1, language/literacy L1.1

Materials from Kit: Seagull Theme Puppet (p. 5)

Build listening and self-regulation skills with a game.

- Following directions in simple games is a great way to build self-regulation skills!
- Use the Seagull Theme Puppet to lead the game "Sammy Seagull Says."
- Encourage the children to listen closely and do what Sammy Seagull says to do. Here are some possible directions:
 - Sammy Seagull says clap your hands.
 - Sammy Seagull says touch your nose.
 - Sammy Seagull says jiggle like an octopus.
- **Older Toddlers:** Have Sammy Seagull give more challenging directions. If the children are doing well, try telling them to do only the directions that begin with the words "Sammy Seagull says." When you omit the words, also move the puppet behind your back to add a visual cue:
 - Sammy Seagull says jump two times.
 - Sammy Seagull says touch your head and then touch your tummy.
 - Sit down.
 - Sammy Seagull says turn around and then sit down.



CREATIVE ARTS

Dipping Dolphin, Part 1

Indicators: creative arts CA1.1, CA1.2, physical/health PD3.1, PD3.2, language/literacy L1.1, L2.1, L2.2

Materials from Kit: color diffusing paper, dolphin punchouts

Suggested Materials: scissors, liquid watercolor paints, paintbrushes, small cups

Start on the Dipping Dolphin project.

- Cut the color diffusing papers in half, creating a wavy line with scissors. Give one piece to each child.
- Offer liquid watercolor paints in small cups and paintbrushes for the children to dye the paper like ocean water. Talk about how the paper changes as they work.
- Next, offer a dolphin punchout to each child to paint. Be sure to name *dolphin* for the children. Encourage them to repeat as they are able.
- Allow both pieces to dry. Plan to complete the Dipping Dolphin project tomorrow.



✓ LANGUAGE/LITERACY

Lighthouses

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.3, dual language learners DL1.1, DL2.1, social studies **SS4.3**

Materials from Kit: Songs/Rhymes Card 7

Suggested Materials: picture of a lighthouse, flashlights

Talk about lighthouses.

- Show the children a picture of a lighthouse. Name *lighthouse*. Who has seen a lighthouse before?
- Spend a few moments visiting about lighthouses. Explain that lighthouses are tall towers that have a bright light that rotates in a circular pattern. Boats see this bright light to help bring them safely to shore in the harbor.
- You might also want to share a video on lighthouses. Below are two that might be a good option. Be sure to preview any video before sharing it with your group.



[youtube.com/watch?v=P-_K2SDpq7A](https://www.youtube.com/watch?v=P-_K2SDpq7A)

[youtube.com/watch?v=jYoX6Za12bM](https://www.youtube.com/watch?v=jYoX6Za12bM)

- Offer each child a flashlight to use as you sing the song “Shine Your Light” from Songs/Rhymes Card 7. Encourage the children to stand tall like a lighthouse and shine their light in a circular pattern as they sing.
- Repeat as the children show interest.

Observe: Do the children turn the flashlights on and off? Notice how much adult guidance they need.

PHYSICAL/HEALTH

Bridges

Indicators: physical/health PD2.2, PD2.3, PD3.1, PD3.2, approaches to learning AL1.1, AL2.1, AL3.1

Materials from Kit:

Physical/Health Card 15

Suggested Materials:

blocks, shoeboxes, scissors, tape, toy vehicles (boats, trucks, and cars), blue construction paper



NOTES

MATH

How Many Fish?

Indicators: math M1.1, creative arts CA2.1, CA2.2

Materials from Kit: Fish and Net Manipulative (p. 7), Songs/Rhymes Card 7

Suggested Materials: fish crackers, blue napkins

Caution: Be aware of food allergies. Offer substitutions as needed.

Play a fun counting game.

- Line up the three fish from the Fish and Net Manipulative in order by number. Model counting the fish.
- Spread out a blue napkin to represent the ocean. Sing the song “Three Little Fish” from Songs/Rhymes Card 7, adding each fish as indicated in the song.
- Offer each child a blue napkin. Set three fish crackers above each napkin. Instruct the children to wait to eat the fish.
- Repeat the song, demonstrating when to add each fish to the napkin. When you have finished, the children can enjoy the fish crackers.
- Invite the children to request more, if they want to play again.
- **Older Toddlers:** Help older children notice the numbers on each of the fish as you count them. Encourage the children to count with you.



CREATIVE ARTS

Dipping Dolphin, Part 2

Indicators: creative arts CA1.1, physical/health PD3.1, PD3.2, approaches to learning AL1.1, AL2.1

Materials from Kit: color diffusing paper and painted dolphin punchout (p. 34), blue paper, craft sticks

Suggested Materials: scissors, glue, tape

Complete the Dipping Dolphin project.

- Give each child one blue paper. About halfway down the paper, cut a horizontal slit across the paper, leaving about 1.5" uncut on each side.
- Attach the color diffusing paper to the bottom half of the blue paper with glue. Do not glue over the slit in the blue paper.
- Invite each child to attach her dolphin to a craft stick using tape or glue.
- Slide the stick through the slit in the blue paper, and hold the craft stick from the back of the paper.
- Demonstrate how to move the dolphin so it looks like it is dipping in and out of the ocean.
- Invite the children to dip their dolphins in and out of the ocean for as long as they are interested in playing.

