



START YOUR DAY

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, dual language learners DL1.1, DL2.1, science SC1.1, SC3.1, SC4.1, math M1.1, M4.2, social/emotional SE1.1, SE2.1

Materials from Kit: Seagull Theme Puppet (p. 5), *The Sea and Wild! Shapes* board books (p. 5), Fish and Net Manipulative (p. 7), Songs/Rhymes Cards

Suggested Materials: toy ocean animals, springtime weather pictures, book about spring weather

Greeting/Welcome

Welcome children with unique greetings each day.

- Use Sammy Seagull to greet each child and his parent/family member by name at drop-off each morning.
- Offer each child a hug or high five to start the day.
- Place the Fish and Net Manipulative and other toy ocean animals onto a table for the children. They can sort, count, or play with the toys in their own way.

Weather Observation

Observe and discuss weather changes.

- Tape different springtime weather pictures onto a window. Encourage the children to decide which picture best matches the weather outside each day.
- Read a book about spring weather.
- Go outside and look at a tree. Help the children notice if it's starting to bud or getting new leaves.

Transitions

Use these tips to ease transitions between activities.

- Try moving together in a fun way. You could pretend to swim as you move to the playground or quack like ducks as you go to eat lunch.
- If you have a wait period between activities, offer the children some books to look at. Be sure to offer *The Sea* and *Wild! Shapes* board books.
- Sing theme-related songs from the Songs/Rhymes Cards as you move to a new activity.

END YOUR DAY

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, dual language learners DL1.1, DL2.1, math M2.1, M3.1, M4.2, social studies SS1.1, SS4.1, social/emotional SE1.2, approaches to learning AL4.1

Color/Shape Review

Sign Language Reinforcement

Opposites Recap

Favorite Activities from Today

What's Coming Next

NOTES

Sail Away • Infant Activities

Since this kit includes materials for children up to 36 months, you will need to adjust for the youngest children. Watch infants for signs of interest and choose activities to offer when they show curiosity and readiness. Repeat activities often. It is not necessary to offer every activity to every child. Make choices based on the individual development and interests of the children in your group.

LANGUAGE/LITERACY

Vocabulary Cards

Indicators: language/literacy L1.1, L2.1, L2.2, L3.1, dual/language learners DL1.1, DL2.1, social/emotional SE2.1

Materials from Kit: Sailboat and Life Jacket Vocabulary Cards (p. 5), Songs/Rhymes Card 4

Suggested Materials: tape, life jacket

Bring out the Sailboat and Life Jacket Vocabulary Cards. Tape the cards to the floor or display them low on a wall or room divider so the children can see them as they crawl, sit, and play.

- As a child shows interest in the Sailboat Vocabulary Card talk about the picture and how sailboats move. Rock the child gently in your arms as you sing the song "Sailing" from Songs/Rhymes Card 4.



- When a child is interested in the Life Jacket Vocabulary Card, put on a life jacket and join the child. Talk about the life jacket in the picture and the one you are wearing.



The child may want to touch the life jacket and buckles. Show him how the buckles work.

Sign for Water

Indicators: language/literacy L1.1, L2.1, science SC1.1

Materials from Kit: Sign Language Poster (p. 5), Fish and Net Manipulative (p. 7)

Suggested Materials: water table OR plastic tub, water, toy bath boats

Caution: Supervise water play closely. Children can drown in a small amount of water.

There will be many opportunities throughout this theme to use the sign for water. Refer to the Sign Language Poster for help in making the sign.

- This activity may be best done one-on-one with infants. It may be easier to supervise by only working with one infant at a time.

- Fill your water table or a plastic tub with some water. Place the Fish and Net Manipulative and toy bath boats in the water.



- Bring an infant over to play. As you start to play, say and sign *water*. As the baby touches the water, make the sign again.
- The baby may enjoy moving the boats through the water with her hands, grabbing the fish and watching the water fall through the holes, or playing in another way.
- Repeat with each child.

A Sailor Went to Sea

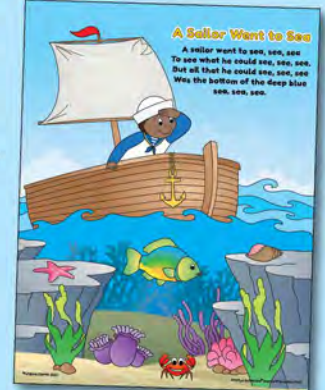
Indicators: language/literacy L1.1, L2.1, L2.2, L3.1, dual language learners DL1.1, DL2.1, social/emotional SE2.1, creative arts CA2.1

Materials from Kit: A Sailor Went to Sea Nursery Rhyme Story Prop, Songs/Rhymes Card 5

Suggested Materials: clear contact paper, scissors

Locate the A Sailor Went to Sea Nursery Rhyme Story Prop from your Teacher Pack. You may want to laminate or cover it with clear contact paper.

- Invite an infant to sit on your lap. Show the picture to her. Talk about what she sees. Encourage her to point to different objects in the picture for you to name. Model this for her, if necessary. For example, you might point to the crab and name *crab*.



- Sing the rhyme. Repeat it a few times.
- Repeat the rhyme often. Good times to say the rhyme might be during diaper changes or playtime or when you are spending individual time together. The lyrics for the rhyme are also located on Songs/Rhymes Card 5.

Reading Together

Indicators: language/literacy L1.1, L2.1, L2.2, L3.1, L3.2, social/emotional SE2.1, math M2.1, M3.1, science SC3.1

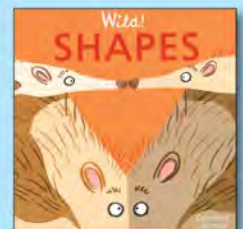
Materials from Kit: *The Sea* board book (p. 5) *Wild!* *Shapes* board book (p. 5)

Suggested Materials: blocks in assorted shapes, empty container without lid

Read with the infants often. Not only does reading together promote early language and literacy skills, it also helps children feel connected to you and can provide quieter moments for bonding.



- Continue to read *The Sea* board book. Talk about the animals and objects you would find in the sea. Talk about how the animals move or the sounds they might make.
- Help children notice the different shapes in the *Wild! Shapes* book. As you do so, offer each child a block in the same shape. They may want to stack the blocks, bang them together, or drop them into a container.
- You might want to read other books related to the Sail Away theme. You could include books on boats, animals, and other ocean life. There are some suggestions on page 24.



Sail Away • Infant Activities

PHYSICAL/HEALTH

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

Materials from Kit: Physical/Health Cards

Use the Physical/Health Cards for gross and fine motor activity suggestions for infants.

- Choose the activities that you feel are best for the infants in your group.



CREATIVE ARTS

Singing Together

Indicators: creative arts CA2.1, CA2.2, CA3.1, social studies SS3.1

Materials from Kit: Songs/Rhymes Cards, Seagull Theme Puppet (p. 5)

Suggested Materials: Irish music

Infants love hearing your voice! Sing to them often in different tones and with lots of expression.

- Sing the babies' favorite songs. If the songs support the theme, that's great. The most important thing is that the babies enjoy them. Offer new songs from time to time and see which ones the infants like.
- The babies may enjoy the song "A Sailor Went to Sea." This song is available as a digital download at funshineexpress.com under Resources > Buttercups Resources. The lyrics are located on Songs/Rhymes Card 5 as well as on the Nursery Rhyme Story Prop.
- Use the Songs/Rhymes cards to introduce new songs to infants.
- Dance Sammy Seagull around as you sing and listen to music together.
- If your group is celebrating, consider playing Irish music in celebration of St. Patrick's Day.



Shamrock Painting

Indicators: creative arts CA1.1, CA1.2, science SC1.1
Suggested Materials: shamrocks cut from white paper, green finger paint, spoons

Let infants explore painting with their fingers.

- Before the activity, cut out shamrock shapes from white paper.
- Offer each infant a shamrock. Use a spoon to drizzle green finger paint on each shamrock.
- Encourage the infants to use their fingers to smear the paint around the shamrock. Talk about how the paint feels and their reactions to the paint.

MATH

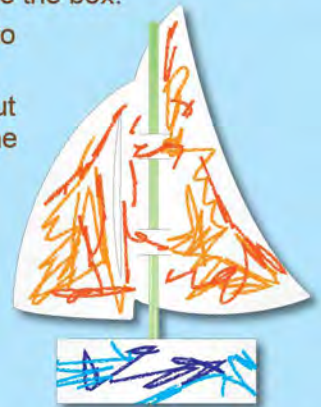
Set Sail

Indicators: math M2.1, M2.2, M3.1, creative arts CA1.1, approaches to learning AL1.1, AL2.1, AL3.1

Materials from Kit: candy boxes, sail punchouts, straws
Suggested Materials: crayons, pen (teacher use), glue, blue sheet OR blue paper, tape

Create a sailboat to play with.

- Assemble the boxes and offer one to each child. Give them a few moments to explore the box.
- Offer crayons for the children to make marks on their boxes.
- Offer each child a sail punchout to color. Carefully punch out the sails.
- Assemble the sailboats using the directions on page 29.
- When assembly is complete and the glue has dried, you can lay out a blue sheet or tape blue paper on the floor to represent the ocean. The infants can push and play with their sailboats in the ocean.
- Notice how they play. Talk about their play and movements.



Sailing Boats Early Learning Materials

Indicators: math M2.1, M2.2, M3.1, approaches to learning AL1.1, AL2.1, AL3.1, physical/health PD3.1

Materials from Kit: Sailing Boats Early Learning Materials

Suggested Materials: scissors, clear contact paper, tape, blocks

Find the Sailing Boats Early Learning Materials in your Teacher Pack. Cut along the dotted lines as indicated. You will have an ocean scene, two big sailboats, and two small sailboats. You may want to laminate or cover the pieces with clear contact paper.

- Tape the boats to blocks to make them easier for infants to handle.
- Children can place the block boats on and off the picture of the ocean.
- Talk about how the children move the boats and play.
- While toddlers will be able to work on finding the boats that match, infants will enjoy just moving the pieces in their own way.



Sail Away • Infant Activities

SOCIAL/EMOTIONAL

I See

Indicators: social/emotional SE1.1, SE2.1, SE3.1, language/literacy L1.1, L2.1, L2.2

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

Suggested Materials: books, toys

Help infants find their eyes and observe different objects.

- Bring out the All About Me Card labeled “I see.”
- Show the picture to infants. Talk about the picture.
- Help the infants find their eyes. Point out that our eyes help us see many things. Offer the infants a few books or toys. Talk about what they see as they look at the books or toys. For example, you might say, “Gracie sees a boat in her book.”



Sailing the Sea Chalk Art

Indicators: social/emotional SE2.1, approaches to learning AL1.1, AL3.1, language/literacy L1.1, L2.1, L2.2

Materials from Kit: blue paper, chalk, sailboat notes, ocean stickers

Suggested Materials: marker, glue

Caution: Supervise the use of stickers.

Spend time with infants looking at this Sailing the Sea Chalk Art picture.

- Assemble the Sailing the Sea Chalk Art project using the directions on pages 36 and 37.
- Invite an infant to sit in your lap and look at the picture together.
- Point to and name the sailboat and each of the ocean stickers. You may also want to name the chalk drawings. If the infant points to something on the picture, be sure to name it for him.
- Repeat with each child.



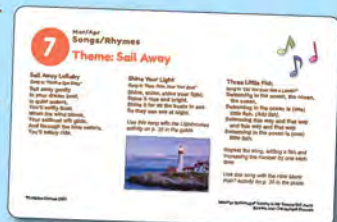
Sail Away Lullaby

Indicators: social/emotional SE2.1, SE4.1, creative arts CA2.1, language/literacy L1.1, L3.1

Materials from Kit: Songs/Rhymes Card 7

Lullabies can be very soothing and relaxing to infants. Singing lullabies when they are tired, upset, or stressed may be helpful in calming and relaxing them.

- Gently rock a baby as you sing the “Sail Away Lullaby” from Songs/Rhymes Card 7.
- Notice how he responds to the lullaby. If he finds it soothing, repeat it whenever he needs soothing.
- Sing the lullaby to each infant and notice his response.



SOCIAL STUDIES

Pass the Boat

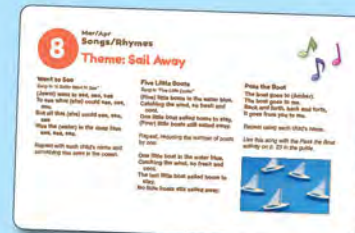
Indicators: social studies SS3.2, social/emotional SE1.1, SE2.1

Materials from Kit: Songs/Rhymes Card 8

Suggested Materials: toy boat

Pass a boat back and forth as you say a rhyme.

- Sit across from an infant. When you have her attention, say the rhyme “Pass the Boat” from Songs/Rhymes Card 8. Use the child’s name in the song. Pass a boat back and forth as you sing.
- Continue to play as long as the child shows interest.
- Repeat with each infant, using her name.
- Notice how each infant responds to her name and the interaction as you play.



SCIENCE

Dipping Dolphin

Indicators: science SC1.1, SC2.1, approaches to learning AL2.1, AL3.1

Materials from Kit: color diffusing paper, dolphin punchouts, blue paper, craft sticks

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

Create this Dipping Dolphin to play a tracking game with infants.

- Use the directions on pages 34 and 35 to create the Dipping Dolphin.
- When the project has been assembled and is dry, sit with an infant. Start to dip the dolphin in and out of the water so the child can easily see it.
- Watch to see if the child tracks the dolphin moving. If he is able to follow it with ease, talk about the dolphin’s movements as you continue to play the game.
- Repeat with each infant.



Sail Away • Learning Center Activities

Children benefit from being able to freely choose and explore materials. Set up two or three learning centers each week. Include materials to support the concepts and topics the children are learning about in other daily activities. Then, provide time between other scheduled activities for children to use the items independently, according to their level of capability, and for as long as their interest lasts.

As the children explore, join them! Model during role-play and promote critical thinking by asking open-ended questions during discovery. Strive to foster curiosity and experimentation without taking over during these play-based learning opportunities. *As always, select materials that are safe and age appropriate. Supervise closely.*

BOOKS

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.1, L3.2, dual language learners DL1.1, DL2.1, creative arts CA1.2, social/emotional SE1.2, SE2.1, approaches to learning AL4.1, physical/health PD4.1

Suggested Books

Welcome Spring
by Jill Ackerman
Fish Wish
by Bob Barner
The Itsy Bitsy Leprechaun
by Jeffrey Burton
Little Boat
by Taro Gomi
If I Had a Little Boat
by Calee M. Lee
Boats Go
by Steve Light
Hello, World! Ocean Life
by Jill McDonald
Beach Day
by Karen Roosa
Little Blue Boat Chunky Lift-a-Flap
by Ginger Swift



Vocabulary Cards: Sailboat, Life Jacket

Possible Interactions

- When you see the children showing interest in books, join them by asking what their favorite book is and reading it to them.
- As you read to young children, emphasize words, letters, and sounds. Look for simple words and encourage children to repeat them.
- Point to the Sailboat Vocabulary Card. Can the children say *sailboat*? How does the sailboat compare to other boats in the illustrations?
- As the children observe the Life Jacket Vocabulary Card, review with them the importance of wearing a life jacket when going to a lake or beach or going for a ride in a boat.
- Offer books that highlight symbols of spring, such as flowers blooming, rainbows, and baby animals.

Always preview books to ensure they align with the needs and values of your group.

PRETEND PLAY

Indicators: creative arts CA1.2, CA4.1, CA4.2, math M2.2, language/literacy L1.1, L2.1, L3.1, physical/health PD4.2, approaches to learning AL4.1

Suggested Props

pictures of boats and sailors
sailor dress-up clothes
finished boat/box project from Sail Time activity (p. 31)

Possible Interactions

- Display pictures of boats and sailors around your pretend play area. Encourage children to talk about what they see in the pictures.
- Offer dress-up clothing for children to pretend to be sailors. Support their attempts at independent dressing.
- Visit about boats and how boats take us places. You may want to bring out the finished boat from the Sail Time activity for children to play with.

DISCOVERY

Indicators: science SC1.1, SC1.2, SC2.1, approaches to learning AL1.1, social/emotional SE2.2

Suggested Props

toy boats
sensory bin/table
blue shredded paper
Fish and Net Manipulative (p. 7)



Possible Interactions

- Set assorted boats or aquatic vehicles for the children to play with in a sensory table. Add the Fish and Net Manipulative. Cover the toys with shredded blue paper to represent water.
- Invite the children to play in the *water* and search the hidden toys.

Sail Away • Learning Center Activities

MUSIC

Indicators: creative arts CA2.1, CA2.2, CA3.1, language/literacy L1.1, L3.3, approaches to learning AL2.1, physical/health PD2.1

Suggested Music

“Row, Row, Row Your Boat”
by Little Baby Bum Nursery Rhyme Friends
“A Sailor Went to Sea Sea Sea”
by A Little Bird Song
“Welcome to Spring” and “Sing a Song of Flowers”
by The Kiboomers
“The Boat Song”
by Princess Daydream
“I Saw a Boat Go Sailing By”
by Skylark Learning
“Rocking All About in a Boat” and “The Boat Sank”
by Tassarose
“Big Red Boat”
by The Wiggles

Suggested Props: streamers OR ribbons

Possible Interactions

- Sing songs about boats and sailors with the children. As the children sing, explore rhythm and movements that will help them develop gross motor and auditive skills.
- As you explore different types of music, you may want to provide short lengths of streamers or ribbons for the children to use as they sing and dance.
- Suggest the children sing without any background music or rhythm. They may want to sing a familiar song or make up one. Encourage their creativity.



Always preview songs to ensure they align with the needs and values of your group.

BLOCKS

Indicators: physical/health PD3.1, PD3.2, approaches to learning AL2.2, AL3.3, social/emotional SE1.1, SE1.3, math M3.1, M4.2

Suggested Props

assorted blocks
toy boats



Possible Interactions

- Encourage the children to build a big boat with blocks or a bridge for the boats to go under it. Who can build the biggest bridge?
- As the children play, encourage them to count. How many boats are there? As the children attempt to count, join them by pointing to each boat and counting aloud with them.
- If possible, provide different sizes and colors of boats. Engage with the children as you invite them to sort the boats.

TABLE TOYS

Indicators: approaches to learning AL1.1, AL2.2, AL2.3, AL3.1, science SC1.1, SC1.2, physical/health PD3.1, PD3.2, social/emotional SE2.1

Suggested Props

puzzles
pop-up toys



Possible Interactions

- Invite the children to play with the puzzles and pop-up toys. Both tools are great to develop different cognitive skills, such as persistence, cause/effect, etc.
- As the children play, join them by supporting their conversations. Reinforce the opposites *open/close* when appropriate.
- Observe how the children try to fit the puzzle pieces in the right places. Invite the children to carefully appreciate how the puzzle looks so far and to look for similar colors and shapes to continue with the puzzle.

LANGUAGE/LITERACY

Welcome to the Sea

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.1, L3.2, dual language learners DL1.1, DL2.1, approaches to learning AL4.1

Materials from Kit: *The Sea* board book (p. 5), Seagull Theme Puppet (p. 5)

Introduce a new theme.

- Start the theme learning what the children already know about sailboats and the sea.
- Use Sammy Seagull to gather the children. Have Sammy start by telling the children that he loves flying above the ocean. He often sees lots of boats and animals.



- Ask the children what they know. Below are some questions to get you started:

- Have you ever seen boats before? What type were they? Where did you see them—the ocean, a lake, or someplace else?
- What type of sea animals do you know?
- Have you ever seen a lighthouse?



- After each child has had time to share, read the book *The Sea*. Name each animal. Encourage the children to repeat as they show readiness. With which animals are the children familiar?

CREATIVE ARTS

Leprechaun Mask

Indicators: creative arts CA1.1, CA1.2, physical/health PD3.1, PD3.2

Suggested Materials: large paper plates, hat patterns (online resource), crayons, scissors, glue, jumbo craft sticks

Make these fun holiday masks to dance and sing with.

- Cut out the middle of large paper plates to create paper plate rims. You will need one for each child.
- Offer the paper plate rims to the children. Invite them to color the paper plate rims.
- Print copies of the hat pattern from funshineexpress.com under Resources > Buttercups Resources.
- Offer each child a hat to color. When done, cut them out.
- Offer glue for children to attach the hat to the top of the paper plate rim.
- Next, glue a jumbo craft stick to the bottom of the paper plate rim as a handle.
- Let dry. Save for children to use tomorrow during the Little Leprechauns activity.



SCIENCE

What Floats?

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

Materials from Kit: Fish and Net Manipulative (p. 7), Sign Language Poster (p. 5)

Suggested Materials: water, blue washable liquid watercolor, assorted objects that sink and float (toy boats, plastic spoon, metal spoon, jumbo craft stick, rock, sponge, metal and plastic measuring cups, paper, etc.)

Caution: Supervise water play closely. Children can drown in a small amount of water.

Your little scientists can discover objects that float and sink.

- Collect some objects that float and some that sink.
- Add water to your water table or to a large plastic tub. Color the water with blue washable liquid watercolor to make it look like the sea.
- Invite the children to play in the water, making the sign for *water*.
- Drop the fish from the Fish and Net Manipulative into the water. Do they sink or float?
- Offer a variety of other objects. Encourage the children to take turns dropping in one object at a time. Decide together whether each object sinks or floats. Some objects may float at first and then sink as they soak up water or their position changes.
- Encourage the children to notice what happens.
- At the end, they can use the net to try and scoop up the objects.
- Continue making the sign for *water* as the children play in the water.
- **Older Toddlers:** After testing the objects, work with the children to sort them into groups to show which ones floated and which ones sank. If you found some objects that do both, you may want to make a third group. Which group has more?



PHYSICAL/HEALTH

Crossing the Water

Indicators: physical/health PD2.1, PD2.2, PD2.3, creative arts CA4.1, approaches to learning AL2.1

Materials from Kit: Physical/Health Card 8

Suggested Materials: low balance beam OR board OR masking tape, toy boat



LANGUAGE/LITERACY

Little Leprechauns

Indicators: language/literacy L1.1, L2.1, L2.2, L3.3, social studies SS1.2, **SS3.1**, social/emotional SE2.2, creative arts CA2.1, CA2.2, CA3.1

Materials from Kit: Songs/Rhymes Card 4

Suggested Materials: Leprechaun Masks (p. 26), St. Patrick's day book, Irish music

Celebrate St. Patrick's Day by singing and dancing like little leprechauns.

- If you're celebrating, greet each child by saying, "Happy St. Patrick's Day." Visit with children about the holiday. You may want to share a St. Patrick's Day book to highlight symbols such as leprechauns, shamrocks, and rainbows.
- Offer each child his Leprechaun Hat.
- Sing the song "Little Leprechauns" from Songs/Rhymes Card 4. The children can wear their masks and dance.
- You might consider playing some Irish jigs. Children may want to dance by themselves or with a friend. Others may prefer to just listen to the music.

Observe: Do the children listen and participate in the Irish music? As their awareness for music grows, encourage children to share what they like about the music.



SCIENCE

Fizzing Shamrocks

Indicators: science SC1.1, SC1.2, SC2.1

Suggested Materials: white paper shamrocks, cookie sheets OR plastic trays, shallow dishes, baking soda, green paint, paintbrushes, small cups, vinegar, pipettes

Caution: Supervise the use of vinegar and be sure children do not drink it.

Children will be delighted as they discover fizzing shamrocks.



- Before the activity, cut shamrock shapes from white paper. In shallow dishes, mix baking soda and green paint. For each tablespoon of paint you use, you will want to add about three tablespoons of baking soda. Pour vinegar into small cups.
- Start by offering each child a white paper shamrock on a cookie sheet or similar plastic tray.
- Invite the children to use paintbrushes to color their shamrock with the green paint and baking soda mixture. Talk about the color and its consistency. Children will probably notice it is thicker than regular paint.
- When children are done, offer each child a small cup of vinegar and a pipette. Demonstrate how to use the pipette to place vinegar on the shamrock. Invite the children to try. What happens? Talk about how the paint starts to fizz.
- Offer more shamrocks as the children show interest.

CREATIVE ARTS

Rainbow Collage

Indicators: creative arts CA1.1, CA1.2, physical/health PD3.1, language/literacy L1.1, L2.1, L2.2, social/emotional SE2.1, SE2.2, SE4.1

Suggested Materials: assorted colors of tissue paper, plastic OR paper bowls, clear contact paper, tape, picture of a rainbow

Invite the children to work together to create a colorful rainbow collage.

- Before the activity, invite the children to help you tear tissue paper into small pieces. Plan to use many different colors since you will be creating a rainbow.
- Place the tissue pieces into bowls. It might be easiest to place one color in each bowl.
- Low on a wall, use tape to secure a piece of clear contact paper with the sticky side out.
- Tape a picture of a rainbow nearby. Spend a few moments talking about the rainbow.
- Invite the children to add the tissue paper pieces to the sticky contact paper to create a rainbow collage. The children will probably not add the pieces in a typical rainbow pattern. Encourage their own ideas and processes.
- The children can add pieces throughout the day or across several days as they are interested.
- As the children work, talk about the colors they use or patterns you notice. You could also share information about rainbows and St. Patrick's Day. It is told that a pot of gold is at the end of each rainbow!

PHYSICAL/HEALTH

St. Patrick's Day Limeade

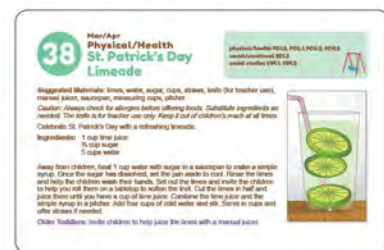
Indicators: physical/health PD1.2, PD3.1, PD3.2, PD4.2, social/emotional SE1.3, social studies SS4.1, SS4.2

Materials from Kit:

Physical/Health Card 38

Suggested Materials:

limes, water, sugar, cups, straws, knife (for teacher use), manual juicer, saucepan, measuring cups, pitcher



NOTES

LANGUAGE/LITERACY

Sailing

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

Materials from Kit: Sailboat Vocabulary Card (p. 5), Seagull Theme Puppet (p. 5), Songs/Rhymes Card 4

Learn more about sailboats and sailing.

- Hold up the Seagull Theme Puppet and have Sammy talk with the children about how much he enjoys seeing boats sailing as he is flying.
- Find out if any of the children have ever been sailing.
- Show the Sailboat Vocabulary Card. Point to the sail and explain that when the wind blows on the sail, the sailboat moves.
- Sway from side to side as you lead the song "Sailing" from Songs/Rhymes Card 4. Repeat several times and encourage the children to join in as they are able.
- **Older Toddlers:** Invite the children to talk about where they would like to go if they could ride in a sailboat. What would they take along? What would they do when they arrived?



CREATIVE ARTS

Set Sail, Part 1

Indicators: creative arts CA1.1, CA1.2, approaches to learning AL1.1, physical/health PD3.1, language/literacy L1.1, L2.1, L2.2

Materials from Kit: candy boxes, sail punchouts

Suggested Materials: crayons

Start on the Set Sail project.

- Offer each child an assembled candy box and a sail punchout.
- Invite the children to use crayons to decorate the candy box and sail.
- As the children color, talk about the colors they use and the type of marks they make. You might say, "I see Travis making blue squiggle marks on his box. It kind of looks like waves."
- When done, punch out each child's sail.
- Save the pieces and plan to complete the Set Sail project tomorrow.
- **Older Toddlers:** Older children might like to try making specific designs on their boxes and sails.



MATH

Sailing Boats

Indicators: math M1.1, M3.1, M4.2, language/literacy L1.1, L2.1, L2.2

Materials from Kit: Sailing Boats Early Learning Materials (p. 22), Fish and Net Manipulative (p. 7)

Suggested Materials: pairs of toys

Work on matching skills as the children play with the Sailing Boats Early Learning Materials.

- Bring out the Sailing Boats Early Learning Materials. You should have an ocean scene, two big sailboats, and two small sailboats. If you had the sailboats on blocks for infants, you can remove them.
- Lay the materials on the table for the children to explore.
- As the children place the boats in and out of the water, describe what you see them do. For example, you might say, "Caleb is setting the little boat in the water," or "Rachel took the big boat out of the water."
- After the children have had time to explore the materials, encourage them to find the boats that match. Point out that one pair of boats is big and the other pair is little.
- **Older Toddlers:** Give a child a boat to hold in each hand. As you do so, count aloud—*one, two!* Say something such as, "You have two hands and you are holding two boats." Repeat to give each child a turn. Use pairs of toys, such as two of the fish from the Fish and Net Manipulative, blocks, beanbags, or other small toys.



Observe: Do the children begin to notice the difference in size between the big and little sailboats? As children become aware of the difference in size, encourage them to use words to label the big boats and the small boats.

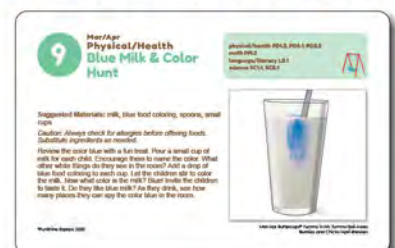
PHYSICAL/HEALTH

Blue Milk & Color Hunt

Indicators: physical/health PD1.2, PD3.1, PD3.2, math M4.2, language/literacy L2.1, science SC1.1, SC2.1

Materials from Kit: Physical/Health Card 9

Suggested Materials: milk, blue food coloring, spoons, small cups



LANGUAGE/LITERACY

Spring Is Here

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.1, dual language learners DL1.1, DL2.1, science SC4.1, creative arts CA2.1, CA2.2, CA3.1

Materials from Kit: Songs/Rhymes Card 4

Suggested Materials: book about spring

Today is the first day of spring!

- Talk with the children about the first day of spring.
- It's the time of year where plants and lawns start to become green again and flowers begin to bloom. The mornings might be chilly, but the afternoons warm as the sun starts to show more. Do the children have to wear coats in the morning, but go to afternoon playtime outside without them? What's spring like where you live? Are you still having some snowy days or lots of rain?
- Consider sharing a book about spring to help children understand the changes taking place outside.
- Sing the song "Springtime" to celebrate the arrival of spring. The lyrics are on Songs/Rhymes Card 4. Perform the actions as indicated in the song, and invite the children to join in as they are able.



CREATIVE ARTS

Set Sail, Part 2

Indicators: creative arts CA1.1, CA1.2, CA4.1, CA4.2

Materials from Kit: colored candy boxes and colored sails (p. 28), straws

Suggested Materials: pen (teacher use), glue, blue sheet OR blue paper, tape

Complete the Set Sail project.

- Carefully punch a hole into the center of each child's candy box using the tip of a pen.
- Have each child insert a straw into the hole and reinforce with glue. Let dry.
- Thread the sail through the top part of the straw so the straw extends just past the top of the sail.
- It's time to set sail! Spread out a blue sheet or tape blue paper on the floor to represent the ocean. The children can push their play sailboats around.



Observe: Notice the ways children use the sailboats in their play. Do they express creativity? Do any children imitate their peers? In what ways?

PHYSICAL/HEALTH

Sailboat Dancing

Indicators: physical/health PD1.1, PD2.1, PD2.2, PD2.3, PD3.1, creative arts CA2.1, CA2.2, CA3.1, CA4.1

Materials from Kit:

Physical/Health Card 10

Suggested Materials:

music, towels



SOCIAL/EMOTIONAL

Row and Sing

Indicators: social/emotional SE2.1, SE2.2, SE4.1, creative arts CA2.1, CA2.2, CA3.1

Materials from Kit: Songs/Rhymes Card 5

Sing a traditional song about boats with the children.

- Make rowing motions with the children as you lead the song "Row, Row, Row Your Boat." The lyrics are on Songs/Rhymes Card 5. Encourage the children to imitate as they show readiness.
- **Older Toddlers:** Help older children sing with a partner. The partners should sit on the floor facing each other. They should place the soles of their feet together and hold hands. They can gently lean back and forth as you lead the song.



Observe: How do the children interact together as they sing and play? Help children notice what their peers are doing. Do they imitate their peers?

NOTES

LANGUAGE/LITERACY

Other Boats

Indicators: language/literacy L1.1, L2.1, L2.2, L2.3, L3.1, social/emotional SE1.2

Suggested Materials: pictures of different types of ships (cruise ship, yacht, barge, fishing boat, houseboat, etc.)

Explore other types of boats.

- Compile a variety of pictures of different types of boats. Choose some boats the children may be familiar with and some that will be new to them. You can easily find pictures online. The following website lists different boats and includes a picture and brief explanation of each one:

marineinsight.com/types-of-ships/a-guide-to-different-types-of-boats/

- Show each picture one at a time, naming the boat. Point to specific details you see on the boat. If there is a child who has seen or is familiar with the boat, encourage him to share.
- Briefly talk about each boat and its job. For example, a cruise ship carries passengers on vacation across the sea. People use a fishing boat on the ocean or a lake to catch fish.
- Encourage the children to pick a boat they like the most. Is there anything more they want to learn about it?

SCIENCE

Spring Walk

Indicators: science SC1.1, SC1.2, SC4.1, language/literacy L1.1, L2.1, L2.2, L3.1, L3.4

Suggested Materials: camera

Go for a walk to discover spring.

- Yesterday was officially the first day of spring. However, spring appears at different times in different parts of the country.
- Encourage children to remember signs of spring where you live from your discussion yesterday.
- Take the children on a walk to explore. You can walk around the outside of your building or, if you have enough supervision, walk around the neighborhood.
- Take along a camera. Encourage the children to watch for melting snow, budding leaves, fresh sprouts of grass, the arrival of robins, or other signs of spring. Take photos of their discoveries.
- Later, print out the photos and create a display. Visit the display often with the children and help them remember their walk and the sights and sounds they experienced.

HERE'S A TIP!

Encourage families to go for a spring walk over the weekend together. Encourage them to also take pictures of their spring discoveries and to bring them in next week. Talk with children about the pictures from their family walk and add them to the display you created in the Spring Walk activity.



SOCIAL/EMOTIONAL

Sailing Story

Indicators: social/emotional SE1.1, SE2.1, SE2.2, SE3.1, SE3.2 SE4.1, language/literacy L1.1, L2.1, L2.2

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

Tell a story that shares lots of different emotions.

- Hold up the Seagull Theme Puppet and tell a simple story about Sammy going sailing, describing his feelings throughout the day.
- Encourage the children to participate by moving in different ways and expressing the seagull's feelings.
- Tell the story in your own words, using the narration below as an example:



- Sammy Seagull woke up early one morning. He stretched and yawned. He looked out the window. It was a beautiful day for sailing! Sammy felt very excited to go sailing! It was a dream of his. After breakfast, Sammy flew to the dock where the sailboat was waiting. Ouch! He bumped his foot on a big rock when he landed. It hurt! Sammy Seagull felt upset and almost cried. He sat down. Soon, his foot felt better. Sammy hopped onto the boat with his sailor friend and went sailing. He was so happy! Suddenly, there was a big storm. Sammy was afraid. There was loud thunder, and the wind was blowing hard. Sammy and the sailor soon arrived home. He was safe and so was his friend. Sammy was so happy! He made some yummy hot chocolate and rested.

- After the story, invite the children to recall some of Sammy's emotions and feelings. When have they felt a similar way?
- **Older Toddlers:** As you tell the story, invite the children to tell you what happened next. Include as many of their ideas in the story as possible.

Observe: Do children use words to name different emotions and feelings? Do they recall times they have felt sad, happy, scared, or another way? As children show more awareness of their emotions and name them, encourage them to share why they feel that way.

PHYSICAL/HEALTH

Sailboat Snacks

Indicators: physical/health PD1.2, PD3.1, PD3.2, PD4.2, language/literacy L2.1, social studies SS4.1

Materials from Kit:

Physical/Health Card 39

Suggested Materials:

tortillas, cheese, carrots, small paper plates, knife/vegetable peeler (both for teacher use)

