



Making Sailboats

Standard Connection:

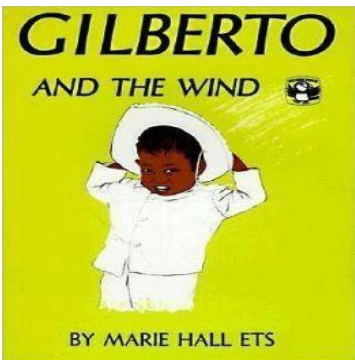
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Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Gilberto and the Wind</i> images of sailboats (see Resource) water repellent Beautiful Stuff (milk cartons, butter tubs, cereal bowls, juice boxes, plastic containers) modeling clay (to anchor mast and sail) straws craft sticks coffee stirrers construction paper tape waterproof Band-Aids (as adhesives) Styrofoam trays paper plates 	<p>sail: a piece of material used to catch the wind on a boat</p> <p>sailboat: a boat moved by the wind using a sail</p> <p>mast: pole that holds up the sail</p> <p>wind: movement of air</p> <p>propel: move something forward</p> <p>hull: the framework of a boat</p> <p>fasten: to connect</p> <p>attach: to join together</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>Gilberto and the Wind</i> , Gilberto made a sailboat , and the wind propelled it - blew it across the water. What do you notice?"	Show illustration. Children respond.
"Here are images of sailboats . How are these sailboats similar to or different from Gilberto's sailboat ?"	Show images. Children respond.
" Sailboats have three main parts. The hull , the mast , and the sail ."	Point to these parts on the diagram.
"Today, you can use these materials to make sailboats in Creative Arts. Use clay to fasten your mast to your hull . What do you notice?"	Show materials. Model using the clay to attach the mast. Children respond.
" Attach a sail to the mast so that the wind can propel your sailboat , like Gilberto's."	

During Centers:

Encourage children to experiment with using different adhesives to attach the mast, hull, and sail to their sailboats. Support children in drawing a diagram of their sailboat and labeling it in Creative Writing.

Encourage children to notice the different shapes of sails that they and their friends are making. Compare and contrast water-resistant materials vs. non-water-resistant materials (cardboard, etc.)

Guiding Questions During Centers:

- How is your sailboat similar to or different from Gilberto's sailboat?
- How is a sailboat similar to or different from other forms of transportation?
- Why are these materials helpful for constructing a sailboat? (Guide children to consider the water-resistant properties of materials vs. non-water-resistant materials)
- Sailboats don't use engines. What are other forms of transportation that are not propelled by engines? (Bicycles, skateboards, horses, etc.)

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

- Encourage children to research other types of boats and describe what they notice.
- Point out that flags are often used on boats and that a special kind of flag, called a nautical flag, is used to communicate (see Resources).
- Encourage children to use the nautical flag alphabet (to make their names).
- Encourage children to make shape collages to represent their sailboats.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of methods for children to apply adhesives to the parts of their sailboats. A visual schedule with the steps of putting the boat together may also be helpful.