



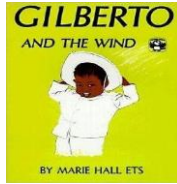
Using Sailboats



Discovery

Standards:

CA.DE.PS.1 - 3
 ELA.SL.CC.PS.1 - 1b
 ELA.SL.PKI.PS.1 - 3
 PHD.FM.PS.1, 5,6

**Materials:**

- *Gilberto And The Wind*
- children's sailboats
- images of sailboats (see Resources)
- smocks
- clear bins with water
- straws

Vocabulary:

- sail
- wind
- propel: move something forward
- Improve: make something better
- passenger

Preparation: Set up materials.

Intro to Centers:

"In *Gilberto And the Wind*, the **wind propelled**--moved-- Gilberto's sailboat across the water. What do you notice?"

"Today in Discovery, you can **sail** the sailboats you created in the Art Studio. How are your sailboats similar to or different from Gilberto's sailboat?"

"How can you **propel** your sailboat across the water?"

"One way to **propel** your sailboat is to make wind by blowing with your mouth."

"What do you predict would happen to your sailboat if the **wind** were _____(gentle, strong, etc.)?"

Show illustrations
Children respond.

Show children's sailboats
Children respond.

Children respond.

Model.

Children respond.

During Centers:

Encourage children to make predictions and experiment with different strengths of wind. Encourage children to experiment and record, i.e., which boat sailed the farthest, fastest, etc.? Guide children to consider how their boat design impacts the successful sailing of their boat. Encourage children to transport passengers and/or cargo in their sailboats and consider the variables of weight, quantity, and capacity.

Guiding Questions during Centers:

- How could you make your sailboat sail faster? Slower?
- How do different strengths of wind affect the water?
- How is a sailboat similar to or different from other forms of transportation?
- How does the size/ shape/ construction of your boat affect how it sails?
- How could you improve your sailboat?
- What do you notice when you add passengers?

Thinking & 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 process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to research water movement, i.e. waves and currents, and how weather affects water movement. Add props such as eggbeaters, waterwheels, whisks etc. for children to experiment with different ways of moving water.

Arrange a field trip to Jamaica Pond, the Charles River, or Boston Harbor to observe real sailboats. Interview a captain or a sailor on one of these boats.

