

# Theme: Beach!

## Week 1

This document contains all of the activities for the theme “for the age group “Big Littles.”

Have fun!

Questions or comments? Please email us at

[playconnecttoday@gmail.com](mailto:playconnecttoday@gmail.com)

All activities require adult supervision!

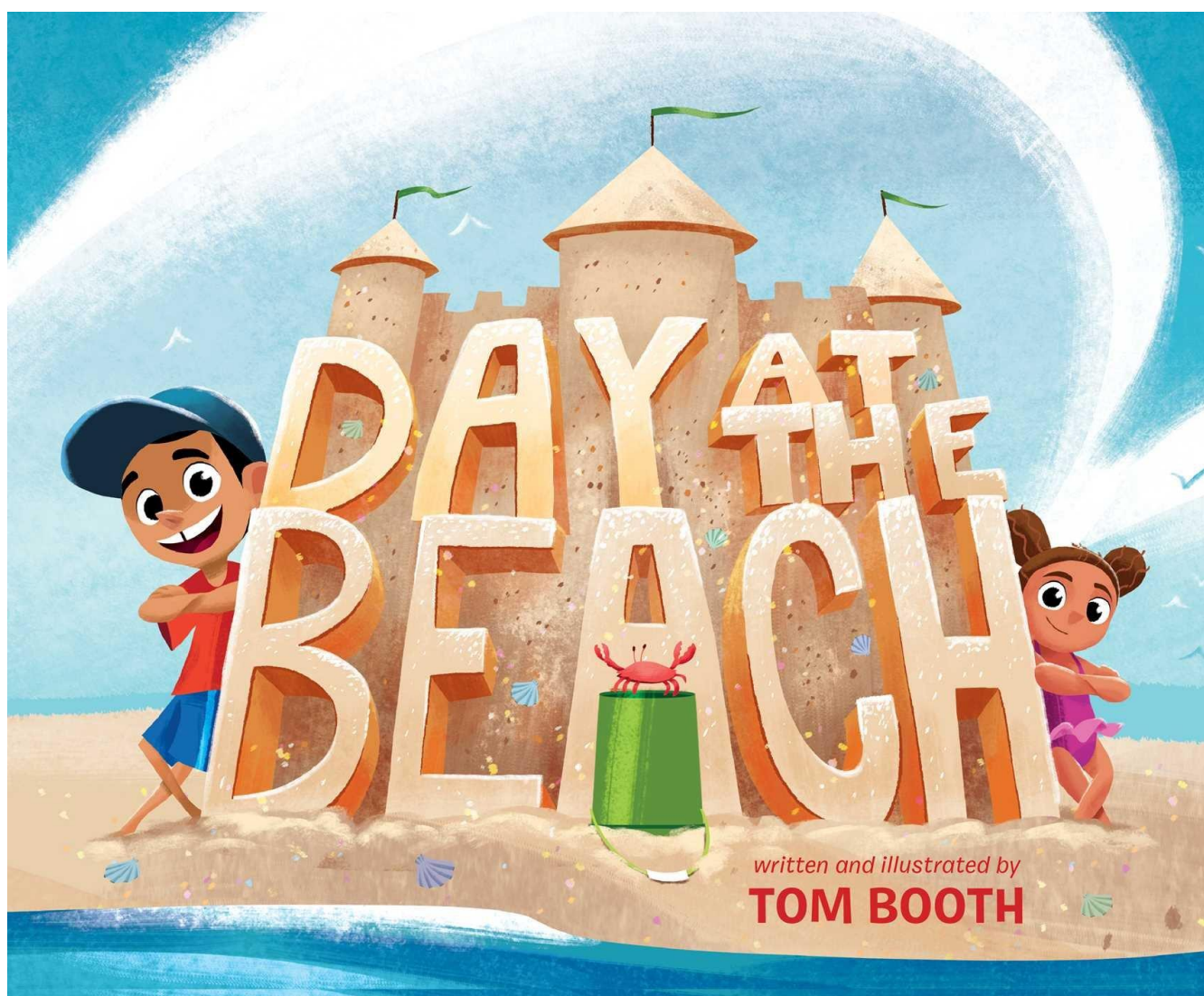
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\*Clip art images taken from: <https://publicdomainvectors.org> and <https://clipartsearch.freebusinessapps.net/>

\*Images used from: unspash.com

# Book Suggestion

(We highly recommend checking your local library for this book, however if you cannot find it-please see link on our “Theme extras” web page to purchase if desired or find another book that showcases the beach)! -We suggest using the same book for two weeks as this really helps children gain reading comprehension of the book!



# Song Suggestion:

## **Beach Song**

*(Tune of Wheels on the Bus)*

*Written by: Play Connect LLC*

The sand at the beach touches my toes,  
touches my toes, touches my toes

The sand at the beach touches my toes  
all day long

The sun at the beach makes me warm, makes me warm, makes  
me warm

The sun at the beach makes me warm  
all day long

The water at the beach cools me off,  
cools me off, cools me off

The water at the beach cools me off  
all day long

The towel at the beach dries me off,  
dries me off, dries me off

The towel at the beach dries me off  
all day long



## Simple Vocabulary Words

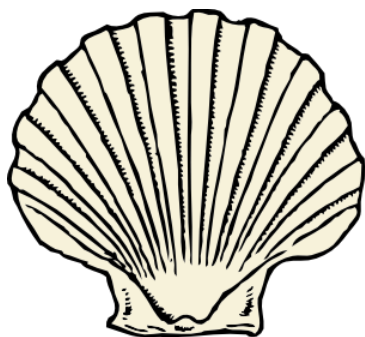
These are optional vocabulary cards to show your child before reading the story to help with understanding. It is also a great idea to point out the words while reading the book!



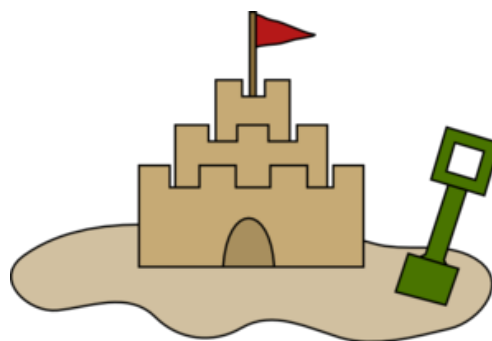
**BEACH**



**SANDALS**



**SEASHELL**



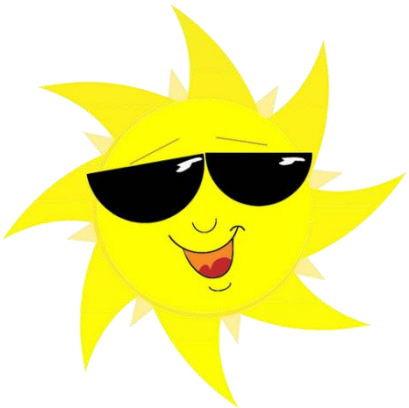
**SAND CASTLE**



BEACH BALL



SUNGLASSES



SUN



SWIM

# Art Project: Sand Castle

## What you need for this activity:

- \*Sand
- \*Small boxes (option one)
- \*Child-safe scissors (option one)
- \*Non-toxic Glue (option one)
- \*Buckets and shovels (option two)
- \*A bit of water to make the sand damp (option two)

## Directions:

\*For this art project your child(ren) will make a sand castle. There are two options for doing this (one indoor and one outdoor).

Option one: Give your child(ren) various sized boxes and let them stack them in order to build a “sand castle.” Then glue or tape them together. To finish it off, glue a bunch of sand on it!

Option two (preferred): Go to the beach (always a great field trip) or use a sandbox and let your children build a sandcastle! Naturally, at the beach they can use the water to get the sand wet, in a sandbox you may need to hose the sand down (if it is not wet it won't pack together in the buckets to make the castle).

Have your children fill various buckets with sand and carefully turn them over. Let them be creative in how they create their castle. Take a picture!

# Pre-Writing:

## Straight Lines

### What you need for this activity:

- \*Sand
- \*Play car/truck/animal

### Directions:

- \*For this activity your child(ren) will review their knowledge of horizontal, vertical, and diagonal lines.
- \*To start get your sand ready-this could be actually going to the beach, using a sand box, or placing some sand in a shallow box.
- \*See if your children remember on their own what horizontal, vertical, and diagonal lines are. If they do not, review this by showing them some examples (using letters of the alphabet is a great way to do this).
- \*Have your child choose an object (car/truck/animal) to make vertical, horizontal, and diagonal lines in the sand.
- \*To extend this activity, they can practice writing their names in the sand as well.

# Math Activity:

## Bringing Shapes to the Beach

### What you need for this activity:

- \*Group of children
- \*Some beach items (optional)

### Directions:

- \*For this activity your child(ren) will review their knowledge of shapes.
- \*First tell them to think about items that they need to bring with if they go to the beach (towels, sunscreen, buckets etc).
- \*Then ask them to name an item in (name of a shape) that needs to come to the beach.  
-For example, “Name something that is a rectangle that we take to the beach” -maybe someone will say a beach towel.
- \*\*To make this into more of a game-ask the children to race to find something in each shape (triangle, rectangle, square, circle diamond etc.), who can do it the fastest?!



# Language Activity: Beach Ball Syllables

## What you need for this activity:

- \*Beach ball
- \*Vocabulary Words

## Directions:

\*For this activity, your child(ren) will work on counting syllables while also using their gross motor skills.

\*In order to do this activity, it is best to have at least two players.

\*Have the vocabulary words at the ready and call one of the words out. The players pass the ball to each other the same number of times as there are syllables in the word.

For example, “Sand Castle” the players would pass the ball three times.

# Science Activity:

## Making Sand Stick

### What you need for this activity:

- \*At least 2 empty buckets (small ones for playing in the sand)
- \*Sand
- \*Water

### Directions:

\*This activity goes well with the art project this week of building the sand castle!

\*First have your child(ren) place dry sand in one bucket, ask them to flip it over. What happened?

-The sand just pours out, it will not keep its' shape.

-Ask them if they have any ideas on how to make the sand keep its' shape when they turn the bucket over.

\*If they suggest making it damp, great! If not you can lead them to this idea by putting a little water over some sand and showing them that it sticks together.

\*Then, have them put damp sand in the bucket and flip it over. It should keep its' shape quite well.

\*Why is this?

-Adding water to the sand allows the individual little pieces of sand to band together, like a rubber band makes things stick together! If you add even more water, the rubber band effect goes away and the sand starts flowing!

\*If you want to extend your “sand science” even more, have your children experiment with varying amounts of water! They can even look at the sand with a magnifying glass to see all of the tiny grains.