



Boating Experiences

Standard
Connection:
ELA.RL.PK4.7,
9-10
M.MD.PK4.1
SS.OW.PK4.2
TH.CR1b.1.PK
TH.PR5a.1.PK

Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Mister Seahorse</i> • <i>A Swim Through the Sea</i> • <i>I'm the Biggest Thing in the Ocean</i> (if available) • writing/drawing tools • construction paper • scissors • cardboard boxes • glue • chart paper/ marker • name tags (for children to write character or animal names) 	<p>boat: a vehicle for traveling on water</p> <p>collaborate: to work with someone else on a project or idea</p> <p>fishing pole: a long, skinny pole with a nylon line used for catching fish</p> <p>materials: anything used for building or making something</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>A Swim Through the Sea</i> , we learned about many new and different sea animals. What can you tell me about them?"	Show images. Children respond.
"What kinds of things do you think we might need for an adventure through the ocean? What should we create?"	Children respond. Record student answers on chart paper.
"What types of materials could we use to create these items?"	Children respond.
"Today in Dramatic Play, you can use these materials to create boats and fishing poles to pretend you are traveling on the ocean."	Show materials.

During Centers:

Once the props are created, children engage with the props in pretend play. Add more items as needed. Encourage children to verbally narrate their “stories” as they participate in dramatic play. Discuss how the child-created props relate to the ocean paintings in the Creative Art Center.

Guiding Questions During Centers:

- What materials do you need? What is your plan to create this?
- How can you work together?
- What are you thinking about as you build? What is your inspiration?
- Tell me about your play; where are you going?
- Do you need to add any more items to this area to enhance your play?

Thinking and Feedback:

As children create props for the Dramatic Play, share them in the Thinking and Feedback meeting.

Documentation:

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

Provocation:

Encourage children to use props they created in their art/science/playground areas.

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 children answer Guiding Questions. During Centers, provide a variety of materials to meet the children’s sensory and fine motor needs. Provide pictures to help children get ideas to build their boats.