



# Small Groups:

## Folding Paper Airplanes (*high support*)

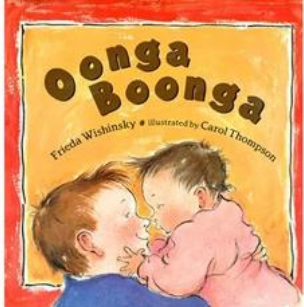
Standard Connection:  
ELA.RF.PK4.1b  
ELA.W.PK4.1  
M.CC.PK4.4  
VA.CR1.1.PK  
VA.CR2a.3.PK  
PD.FM.PK4.3  
PD.SHS.PK4.5

### Enduring Understanding(s):

- As individuals and as a group, family members can use their senses to interact with their environment.

### Enduring Questions(s):

- How do you find the information, resources, and support to solve your problems?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Oonga Boonga</i></li> <li>• <i>How to Make a Paper Airplane</i> by Samky</li> <li>• white drawing paper</li> <li>• writing utensils</li> <li>• children’s name cards</li> <li>• paper airplane folding diagram</li> <li>• sample paper airplane</li> </ul>	<ul style="list-style-type: none"> <li>• <b>emotions:</b> angry, frustrated, joyful, excited, shy, etc.</li> <li>• <b>feeling:</b> an emotional state or reaction</li> <li>• <b>represent:</b> serve as a sign/symbol</li> <li>• <b>express:</b> to talk or write about</li> </ul>	

## Procedure

**Preparation:** *Set up materials. For children who need fine-motor support, pre-crease the paper for both paper airplanes and paper fans.*

Refer to illustration in *Oonga Boonga* of Daniel playing with a paper **airplane**. Refer to **instructions** in *How to Make a Paper Airplane* by Samky (*Let’s Find Out About It: Paper Airplanes*). Show sample paper airplane, pointing out the **wings** and the **nose**. Unfold the **airplane** to show children that it was made by **folding** a piece of paper and **creasing** it. Re-fold the **airplane**, following the steps in the visual.

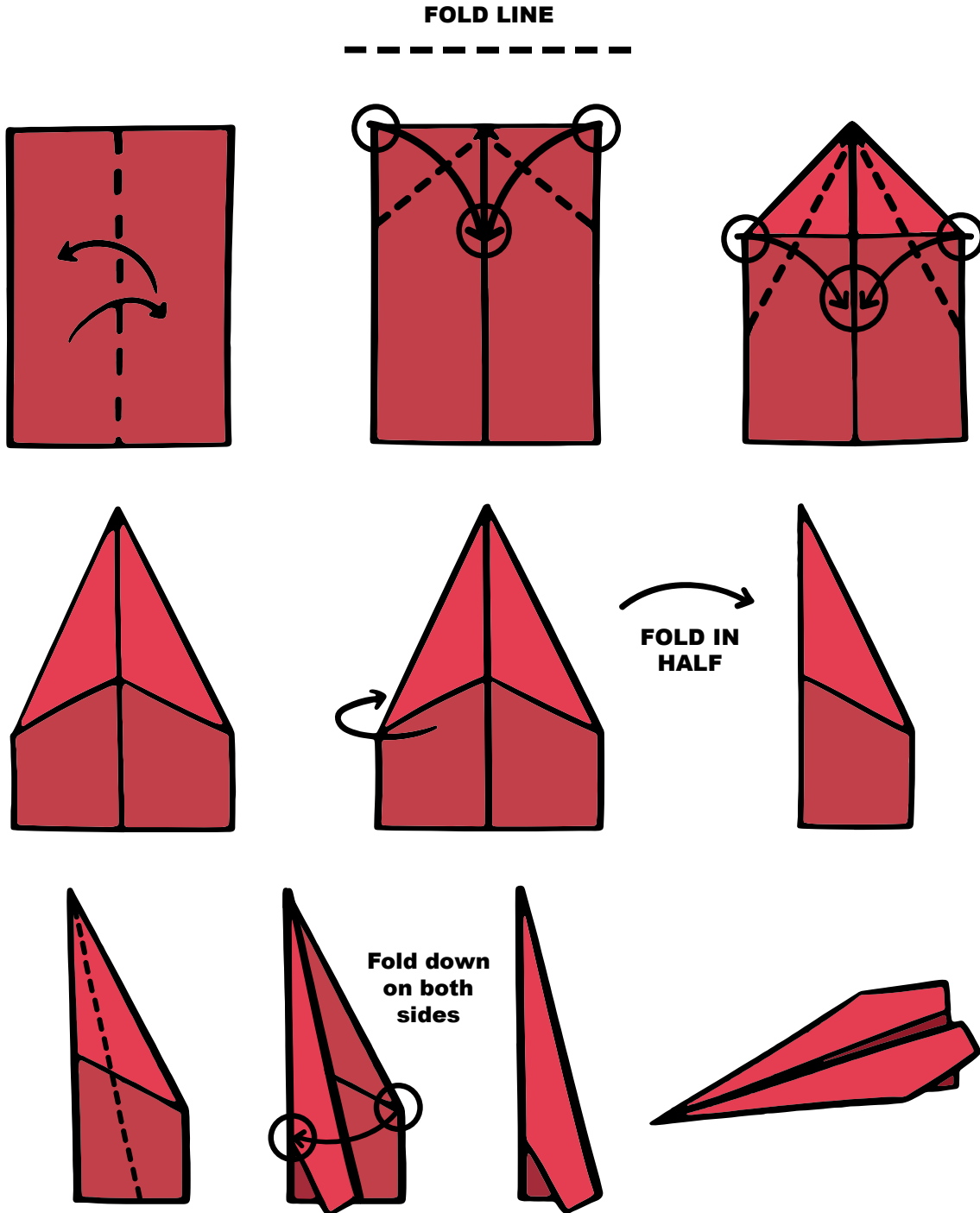
Encourage children to refer to the visuals and to follow the steps in order.

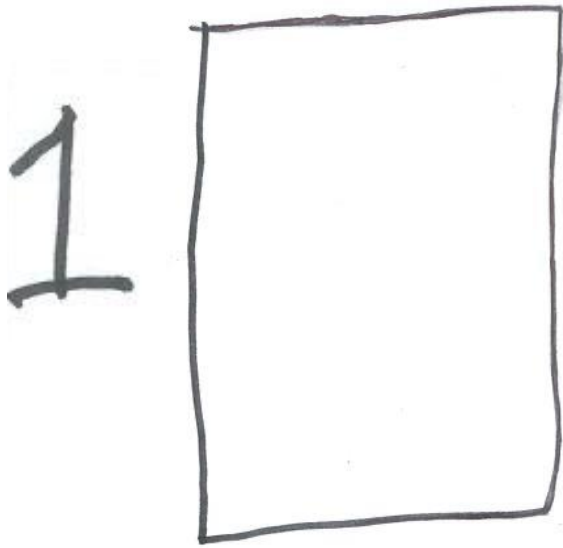
Encourage children to write their names on and decorate their **airplanes**. If children finish before their friends and there is still time left, encourage children to make another paper-folding creation (make a fan, a second paper **airplane** with a different kind of paper such as construction paper, foil paper, etc.)

Allow children to test out their **airplanes** in a designated area such as Blocks or outside at recess.

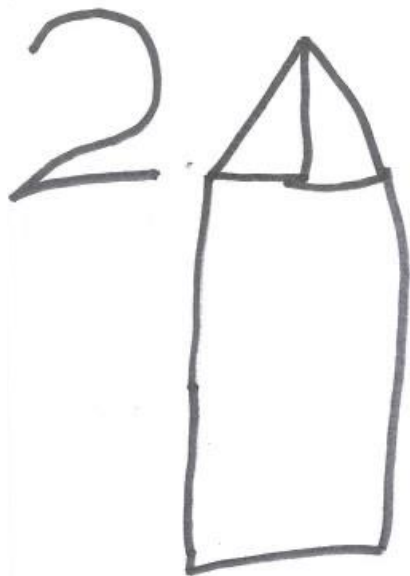
### Guiding Questions

- How is your paper airplane similar to or different from Samky's and Daniel's airplanes?
- What do you notice about how paper airplanes fly faster/ further etc.?
- How is folding a paper airplane different than folding other paper projects?
- Samky wrote instructions for making a paper airplane.  
What would you like to write a book of instructions for?

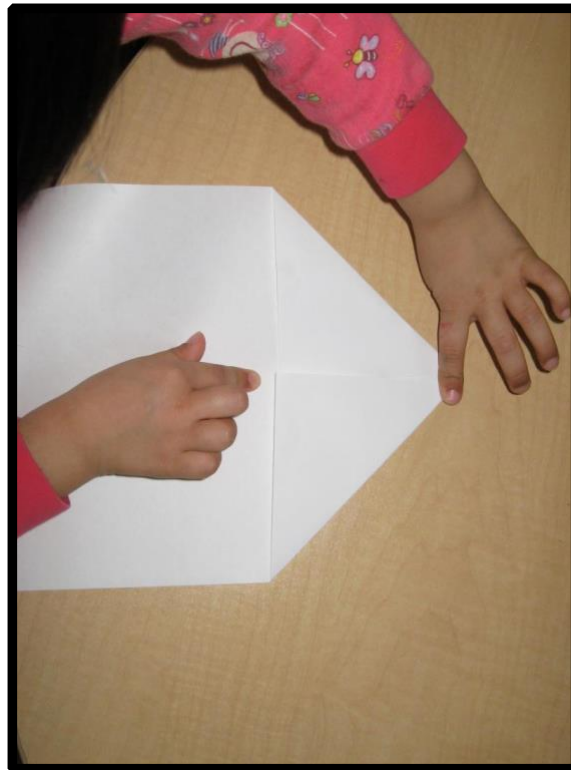




We start with part one.  
I get the paper.



Then in part two,  
we fold some triangles.  
Pull the top two corners  
to the middle.

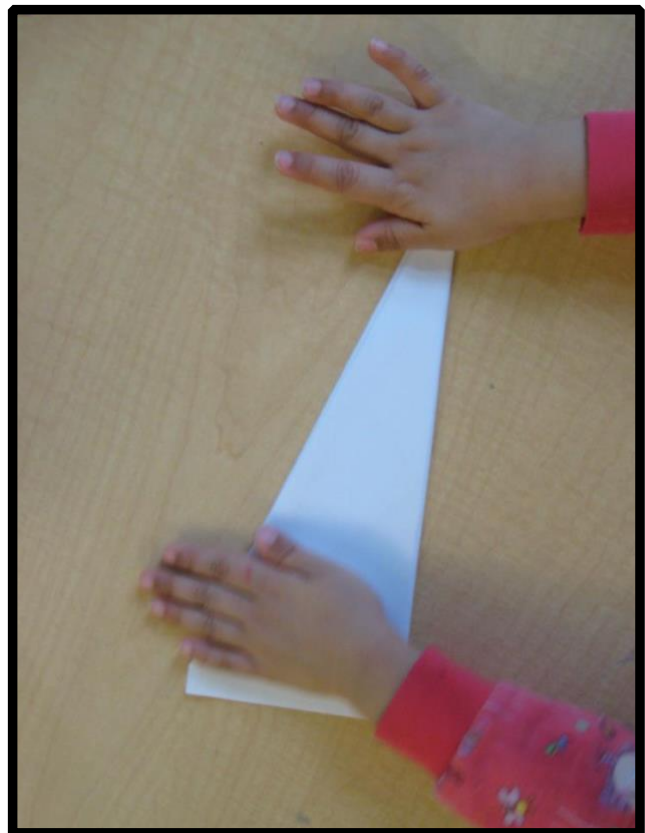




In part three, we fold another triangle. Pull the two corners to the middle to make skinny triangles.



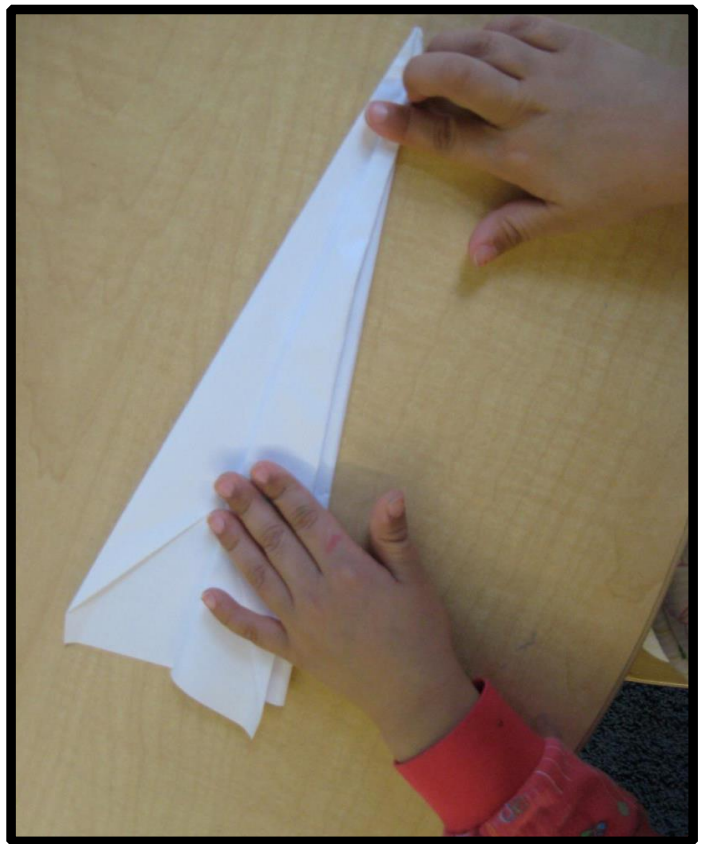
In part four, we fold it over. The triangles will be on the inside of the airplane.



5



We make the wings.  
Fold the sides down  
to the outside.



Now, we can fly our plane!