



# Small Groups:

## Folding Paper Airplanes (*Medium 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

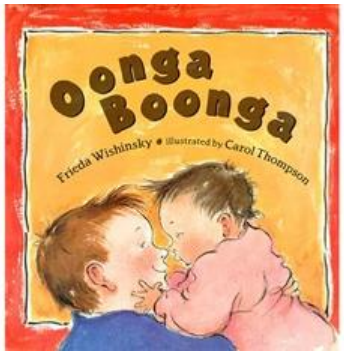
PD.SHS.PK4.5

**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 (see Resource)</li> <li>white drawing paper</li> <li>writing utensils</li> <li>children's name cards</li> <li>paper airplane folding diagram (see Resource)</li> <li>sample paper airplane</li> </ul>	<ul style="list-style-type: none"> <li><b>airplane:</b> a machine with wings that can fly</li> <li><b>crease:</b> a fold made by pressure</li> <li><b>wing:</b> the part of the plane that helps it glide through the air</li> <li><b>nose:</b> the pointy front part of an airplane</li> </ul>	

**Procedure**

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

- 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?