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ECE211 091L

18 May 2021

**Curriculum Web and Activity Plan – Commentary Paper**  
**Float Your Boat**

My activity is called *Float Your Boat* and involves three parts. It begins with a reading of *Float* by Daniel Miyares. The second part is the folding activity in small groups and the last part is testing the boats' ability to float. I have centered the activity around the boat folding process because I think it is both challenging for preschoolers and at the same time very rewarding, as it relies on understanding and following instructions and the use of their fine motor skills. The testing of the boat, the experiment, is a hands-on activity to introduce the central question of the week: *Does it float?* The students will make predictions on how the boats and the water interact when the water is still or in movement, how it moves, etc. These questions will help them in their cognitive development and understanding of water. I have chosen the spark for the activity to be the book *Float* as it is a beautiful story conveyed through images and includes instructions to make a paper boat. These images can be filled with stories from the students themselves aiding their literacy, social and emotional development.

The activity will take place in week three of my curriculum web on water. The concepts within each week build on the previous one. Week one focuses on introducing the topic and discussing concept the students are more familiar with through the questions of where water is and what rain is. The second week focuses on the different forms water can take (solid, liquid, gas) and relates it mainly to the solid form of ice and snow building on the connection it has to the weather. If the second week is to be summed up to looking at the properties of water, the

third week is looking at the properties of other things when they interact with water. This connects back to the concept they learned through snowflakes where frozen water attaches itself to other particles. In week three the topic is floating and sinking. This is followed by a focus week on the ocean which introduces other lifeforms and their relationship with water. In week five this will be broadened out to how all lifeforms rely on water which builds the bridge to the next unit on plants.

The curriculum is based with preschoolers in mind and has different layers which help students be challenged and successful. The students will take a lead in the story telling and propositions during the experiments and become an active participant in their learning (Kozleski 4), while the paper folding has many elements of scaffolding embedded as it challenges their current development most. It is important to use challenges to help students develop but they have to be set up in a way that lets the student succeed. It utilizes the concept of the zone of proximal development (ZPD) where some students are able to do it on their own with instructions while others need the support of the teacher or another student. The activity is culturally responsive as it keeps each student in mind and leads through a message of empathy and modeling behavior. The students will have spent more than six months together in the classroom and will have developed relationships. All three parts of the activity built on them communicating with each other, from telling the story, to supporting each other while making and decorating the boats and exchanging ideas during the experiment. It is also an exercise of empathy as the book's story will be filled with their stories and feelings (Cole 15). The boats will all be individually decorated, and the students can appreciate the differences and similarities, as they all will float. The paper boats will eventually stop floating when the paper gets soaked and that this is ok, that things change and that if a paper boat stops floating, you can make a new one.

Preschoolers are full of curiosity and creativity. The activity is catered to all different types of learners. The boat folding will be first modeled and explained verbally by me. They will work in small groups where they can ask questions to me and other students. I will also provide them with numbered picture instructions that they can follow. This way different learners can follow the instructions that works best for them. It will utilize the different strengths that each student has and the concept of multiple intelligence (Hine) as there are many opportunities for them to become an active part in the activity, through the story telling and interpersonal perspective, the logical thinking and visual understanding during the folding or creativity during decorating, as well as physical active participation during the experiment.

Work Cited

Cole, K. and Verwayne, D. (2018) *Becoming Upended: Teaching and Learning about Race and Racism with Young Children and Their Families.*

Hine, C. (2010) *Developing Multiple Intelligences in Young Learners.* Early Childhood News.

Kozleski, E. B. (2009). *Culturally Responsive Teaching Matters!* Equity Alliance.