

**Title: The Boat Project**

**Teacher: Jodi Doyle, K-1 Teacher**  
**The Eliot School**

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# MARIO “The First Mate”

4 years old

*Takes over for the captain when necessary.*

Mario worked diligently on building and drawing boats. Through our boat group Mario shared his love for drawing and details that I had yet to see from him. He introduced our group to the idea of port windows and began to incorporate the idea that people lived on our boats. He constantly pushed himself to have observational drawings that were accurate and detailed.



# JACK “The Captain”

4 years old

*Takes the lead to make sure the boat crew moves along towards their destination.*

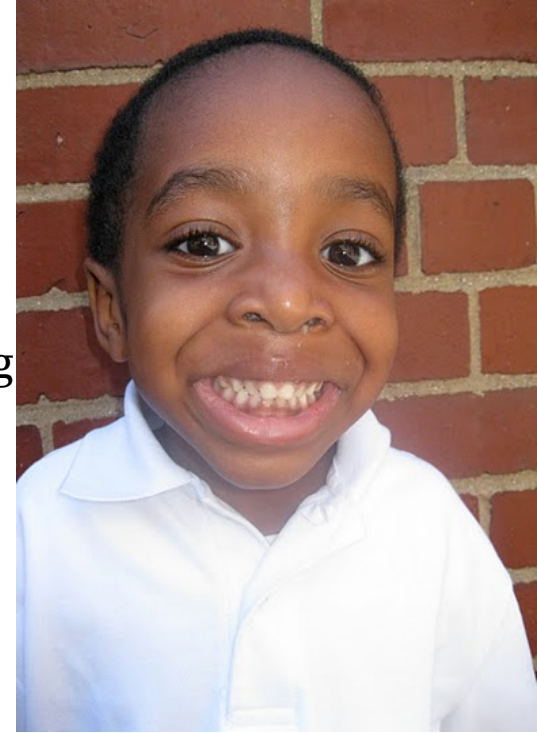
Jack was a strong leader in our group who supported the members in many ways. He collaborated in building and drawing. It was Jack who helped students to communicate their ideas and he saw that they were carried out.

# KYLE “The Pilot”

4 years old

*Steers and navigates the ship.*

Kyle Enjoyed building in the boat group and documenting our learning. He often had a critical eye as our drawings were emerging and gave the group feedback on how to improve their work. Kyle brought storytelling to our building as our boats in the block area began to take trips.



# DILLON “The Carpenter”

4 years old

*Keeps the ship afloat, making any necessary repairs.*

Dillon was a kind friend who often found compromise in the group. Dillon was a member who supported the drawing and building of our boats. He was a quiet leader who would observe and listen to his peers and help to find the middle ground.

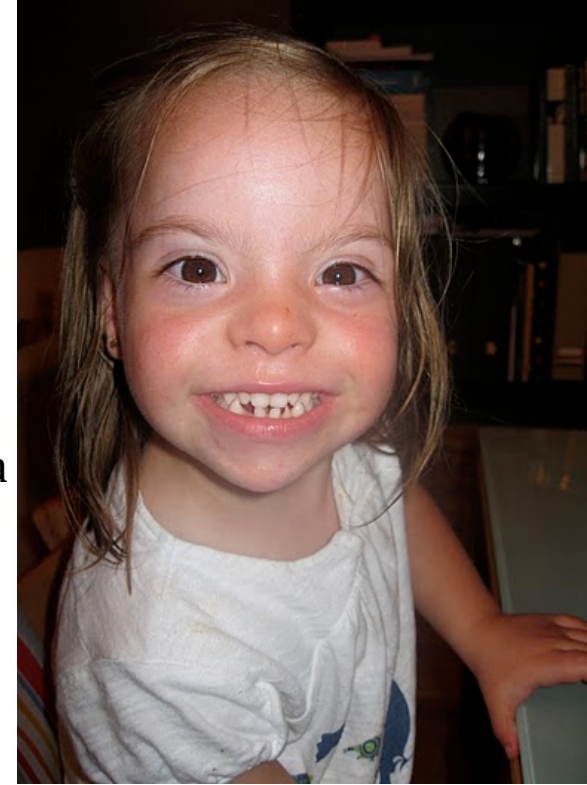


# ANNA “The Boatswain”

4 years old

*Makes sure the crew is in place and in charge of anchoring the ship.*

Anna was a supportive member of our group. She loved being part of the boat group and working on drawing our boat. When a friend was struggling with drawing she was encouraging and supportive.



# JACOB “The Carpenter”

4 years old

*Keeps the ship afloat, making any necessary repairs.*

Jacob worked on drawing our group boats and communicating the needs our boats had. He was able to inform us of the missing parts and discuss his ideas with the group.



# A Collaborative Effort...

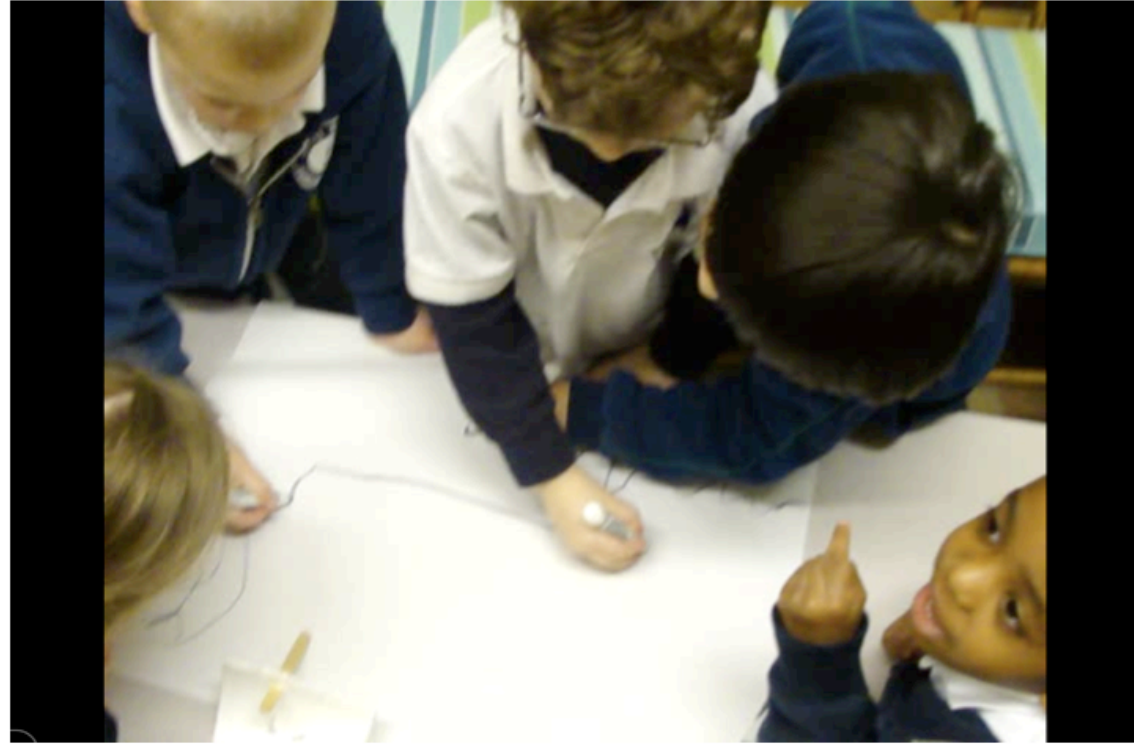
The group's first boat drawing together as a team

Jodi guides children asking them,  
*"What do you want to add?"*

Jacob draws the water.

Dillon draws the body of the boat.

Jack draws the other half of the body.



As the three boys all work to make their contributions within a tight space, each child waits patiently for each to finish his part. The children navigate their markers and bodies around one another.

# Drawing an Oar...



*“Cool shoe!”*  
exclaims Kyle.

*“Nope, is that a shoe or an  
oar Jacob?”* asks Jodi.

*“An oar,”* answers Jacob.

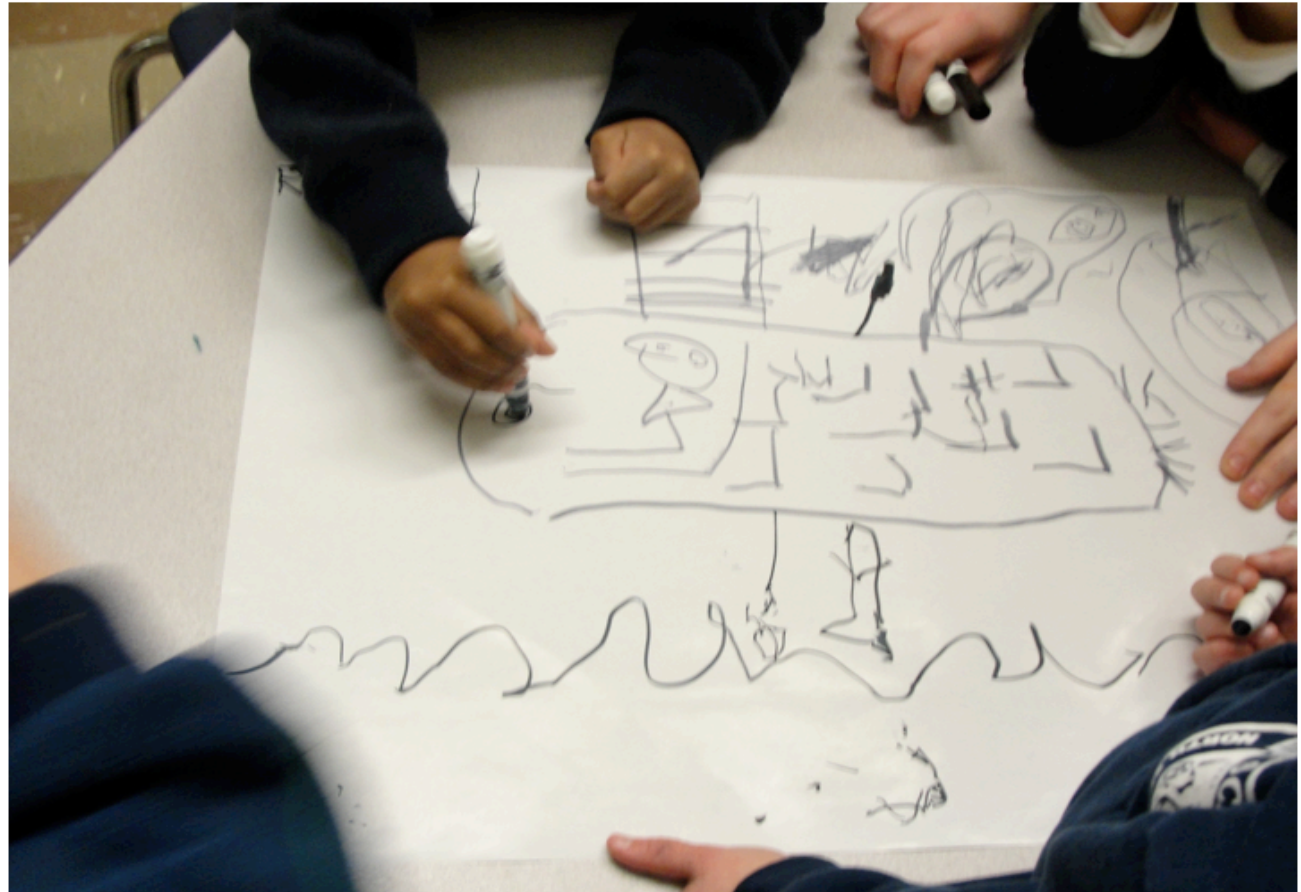
*“How can he make it look more like an oar, Kyle?”*  
ask Jodi.

Jodi encourages Kyle to use his critical eye to help by explaining to the team what could be done to make the boat more realistic.

*“We need a b...b...b...bottom,” Kyle says.*

*“It needs to be flat at the bottom Kyle says,” Jodi explains.*

*“Not pointy!” Kyle adds.*



Jacob adds another oar to the left of the oar with a pointy bottom. This time, Jacob takes Kyle's suggestion into account.



Another group boat drawing, this time *without* teacher support

## **The Children Support Each Other...**

...in response to feedback from colleagues, Jodi tries being *minimally* involved in the group's next collaborative boat drawing...



Mario works intently on getting his portion of the group boat drawing just right.



There is a moment in which Mario expresses his dissatisfaction of how his drawing is turning out.



Was Anna's gesture just what Mario needed in a moment of frustration?



Mario takes the pen from Anna silently and continues to draw.





Kyle takes video with the digital camera, documenting his group's hard work.



Dillon expresses doubts about his part of the group drawing so Jack encourages his friend saying, "It's okay Dillon... you can do it!"