

## Airplanes: Past, Present, & Future

**Grade Level:** 3-5

**Subject Area:** Language Arts

**Outcome:** Students will learn about various types of aircrafts from the past, present and future. They will be able to illustrate, label and discuss each aircraft.

**Instructional Focus:**

- Select several informational texts showcasing a variety of airplanes in the past, present and future, such as *Airplanes and Flying Machines, Big Book of Airplanes*.
- Focus on the Primary Benchmark will be Main Idea/Chronological Order/Supporting Details, L.A.A.2.1.1. Secondary Benchmarks that can be addressed are Vocabulary L.A.A.12.3 and Comparison/Contrast L.A.A.2.2.7.
- Critical Concept Vocabulary- *aviation* – mapped concept of definition map.
- **Other Vocabulary:** airplane, machine, museum (based on the actual text select other words connected to the theme or words with prefixes, suffixes or multiple meaning words.
- Graphic organizer - Concept Map (Web), as students and teacher discusses airplanes, they create a timeline of airplanes from the past, present and future.

**Grouping for Instruction:** Teacher directed whole group, small cooperative groups of 4 students.

**Materials:**

- Books on aviation and airplanes
- Drawing paper, construction paper
- Crayons, Markers, etc
- Magazines
- Internet access

**Teacher Directed Instruction:**

**Before:**

1. Ask students to list different types of airplanes such as bombers, jets, seaplanes, jumbo jets, etc.
2. Ask students to list the characteristics each of airplane/place accordingly by the plane on the board.
4. Select an airplane text and display the cover discuss what they see and predict what they might be reading about.

**During:**

1. As you read stop when you come to another airplane or have found more information about an airplane you have already discussed and add the new information on the web.
2. Share more books with the students such as *Airplanes and Flying Machines*, *Big Book of Airplanes*, or any grade appropriate text to give students background on different types of airplanes.

**After:**

1. Teacher will organize students into small groups. Teacher will assign each group an airplane and tell them expectations based on teacher's rubric (please see **Assessment**).
2. Students will research their airplanes by using teacher resources, library resources, internet or informational text.
3. Students will illustrate their airplane by drawing pictures.
4. Students will label the major parts of the airplanes and write about its distinguishing features including the time period of their particular model of airplane.
5. Have students share their illustrations with the class. Teacher will assist students in creating an airplane museum by displaying their completed projects labeled with the timeframe in which their airplane was created.

**Follow-Up:**

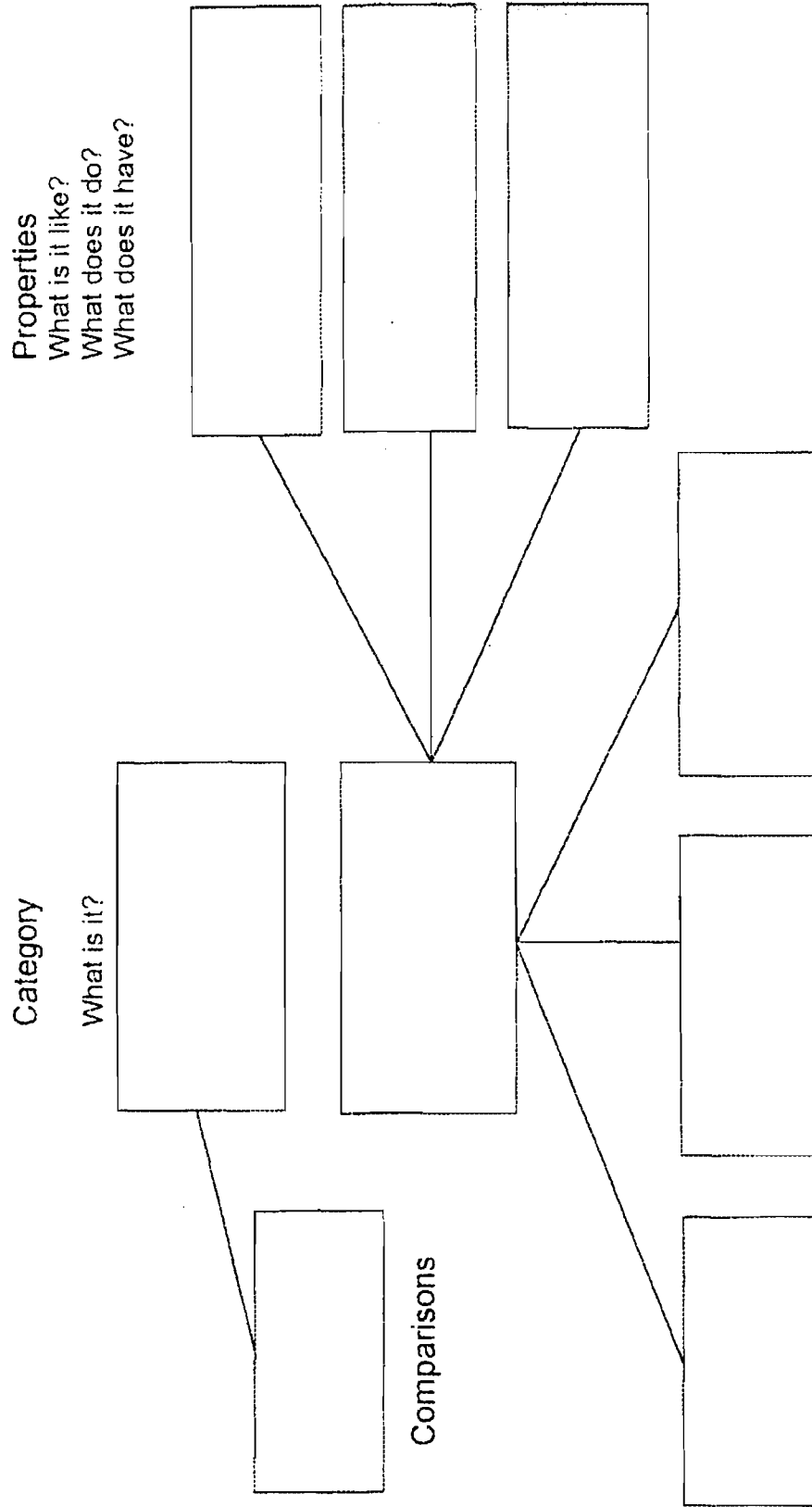
- a. Students will design an airplane for the year 3000. Have them draw and label the parts. Then, explain how it works.
- b. Students will share their creations with the class and add these to their airplane museum

**Assessment:**

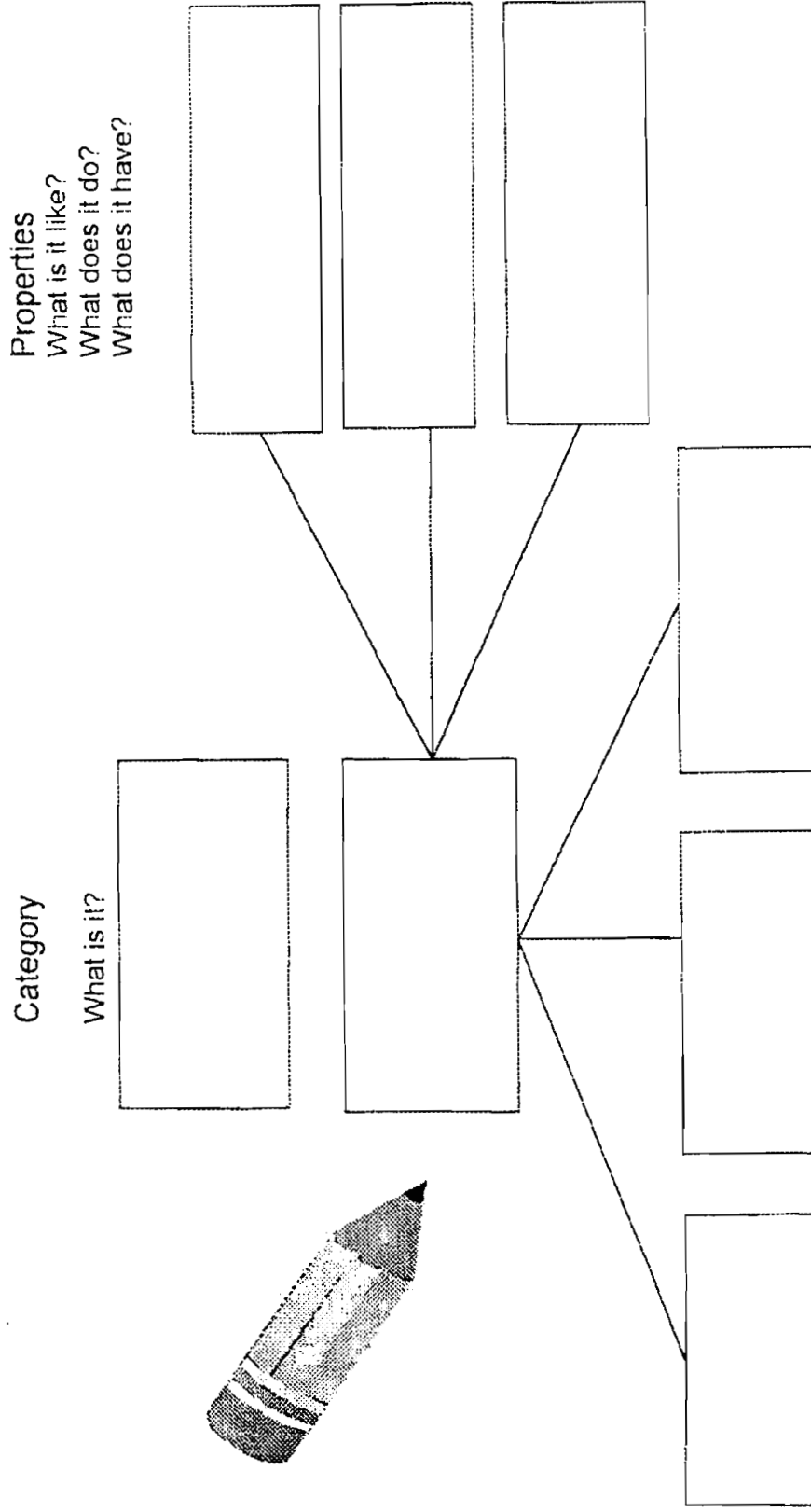
The teacher will evaluate each groups display using a teacher created rubric, such as: high, medium, low or 5, 4, 3, 2, 1 based on students' illustrations, correct labeling, title, etc.

# APPENDIX

CONCEPT OF DEFINITION WORD MAP



# CONCEPT OF DEFINITION WORD MAP



Venn Diagram

