

Title: TYPES OF AIRPLANES

Grade Level: 6-8

Subject Area: Language Arts

Brief Description: Students create displays showing different types of airplanes. The displays might include Boeing 747 Jumbo Jet, Swing-wing F-14 Tomcat, Concorde Airplane, B-1B Bomber, Stealth Aircraft, Douglas DC-3 Commercial Plane, and Floatplane.

Objectives/Goal of the Lesson: The students will learn about various types of airplanes, write short descriptions about each type of airplane, and create pictures showing each type of airplanes.

Teacher Materials/Technology:

- Student- and/or teacher-researched library and/or online sources about different types of aircraft
- Paper
- Pens or pencils
- Markers or crayons
- Drawing paper, construction paper, or tag board in different colors.
- Scissors
- Glue or paste
- Computer(s) with Internet access and word processing software

Key Vocabulary:

- Stealth

Journal Writing: If you could fly around the world what type of aircraft would you choose? Name and describe the features of your aircraft.

Grouping For Instruction: Small groups

Lesson Lead In/ Opening: Ask student to name different types of aircrafts, past and present. Ask students to tell about the characteristics and functions of each kind of aircraft.

Steps to Deliver Lesson:

1. Tell students that they are going to work in groups to create displays with pictures and written descriptions of different types of airplanes from the past and present examples: Boeing 747 Jumbo Jet, Swing-wing F-14 Tomcat, Concorde Airplane, B-1B Bomber, Stealth Aircraft, Douglas DC-3 Commercial Plane, and Floatplanes.
2. Organize students into small groups. Distribute drawing materials.
3. Assign each group one type of airplane. Tell each group the display must include a picture of the aircraft with labels for its major parts and a written description of the

airplane. Students may draw the pictures. Cut them from old magazines or newspapers, or print them from online sources.

4. Have students use library or online sources to research to their assigned airplane.
5. When students finish, ask them to imagine what aircraft might be like in the future. Have each group brainstorm ideas for a flying machine of the future and create a display showing the design.
6. Exhibit students' displays around the classroom or create an aviation learning "museum" for students' displays.

Guided Practice:

The teacher will monitor the students' progress while in their groups and guide the opening discussion.

Independent Practice: The students will be assigned independent roles to contribute to the group project. The students will also independently complete a content frame during the oral presentations.

Differentiated Instruction: The teacher may differentiate the content by assigning the roles in the groups. In addition, the teacher may differentiate the product by the venue used to present the information.

Lesson Closure: To close the lessons ask the students to imagine what aircraft might be like in the future. Have each group brainstorm ideas for flying machine of the future and create a display showing the design. Exhibit students' displays around the classroom or create an aviation learning "museum" for students' displays.

Florida Sunshine State Standards:

Standard 1 L.A.B.1.3: The student uses writing processes effectively.

Benchmark L.A.B.1.3.1: The student organizes information before writing according to the type and purpose of writing.

Benchmark L.A.B.1.3.2: The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation.

Benchmark L.A.B.1.3.3: The student produces final documents that have been edited for correct spelling, and correct punctuation.

Standard 2 L.A.B.2.3: The student writes to communicate ideas and information effectively.

Benchmark L.A.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.

Benchmark LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.

Benchmark LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge.

Standard 2 LA.C.2.3: The student uses viewing strategies effectively.

Benchmark LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a non-print message.

Standard 3 LA.C.3.3: The student uses speaking strategies effectively.

Benchmark LA.C.3.3.1: The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

Benchmark LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.

Benchmark LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

APPENDIX

CONTENT FRAME

NAME _____ DATE _____

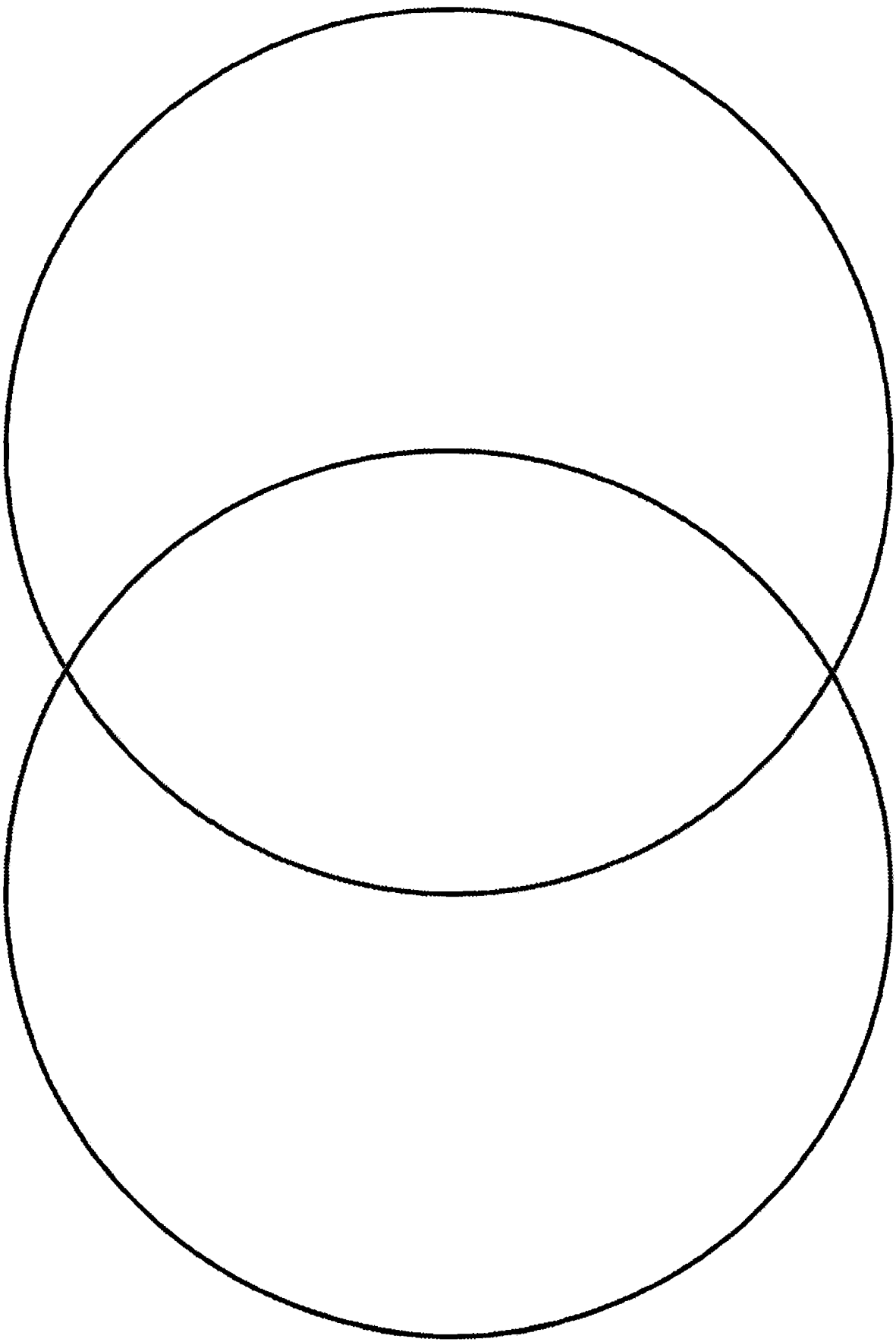
AIRPLANES

Airplanes	Description	Date of Design/Release	Purpose	Advantages Disadvantages	Symbol/ Picture
Boeing 747 Jumbo Jet					
Swing-wing F-14 Tomcat					
Concorde Airplane					
B-1B Bomber					
Stealth Aircraft					
Douglas DC-3 Commercial Plane					
Floatplane					

Name _____



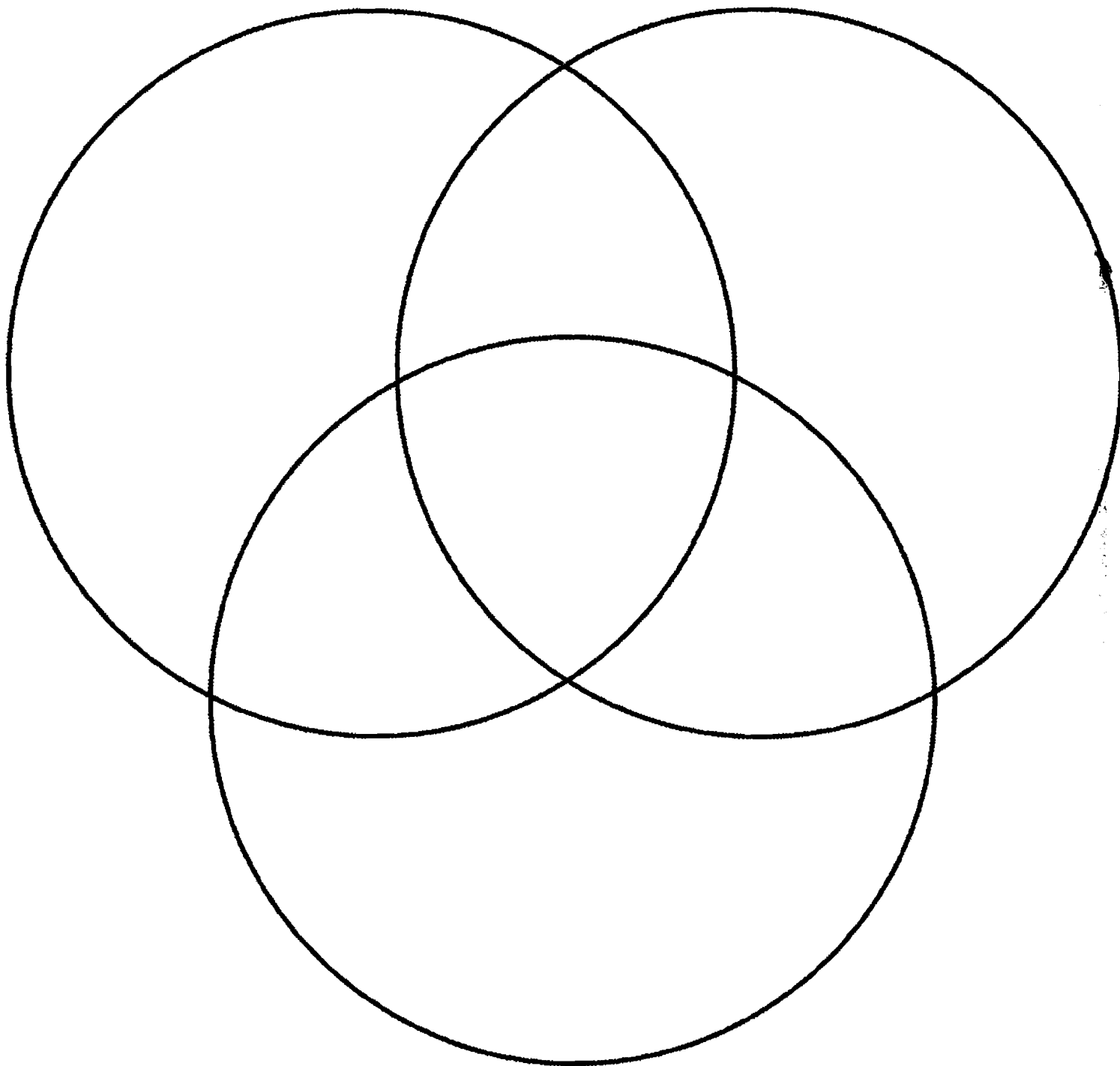
Date _____



Name _____



Date _____



COMPARISON / CONTRAST FRAMES

_____ (is, are) the same as

_____ in several ways.

First of all, _____.

Secondly, _____.

In addition, _____.

Finally, _____.

It is clear that _____

and _____ are alike in many

respects.

COMPARISON / CONTRAST FRAMES

_____ (is, are) different from
_____ in several ways.

First of all, _____

while _____.

Secondly, _____

while _____.

In addition, _____

while _____.

Also, _____

while _____.

Finally, _____

while _____.

So it should be evident that _____

_____.