

Aircrafts: Past, Present, & Future

Grade Level: K-2

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 aircrafts from different time periods.

Instructional Focus:

- Select several informational texts showcasing a variety of airplanes in the past, present and future, such as *The Usborne Book of Planes and Helicopters*, *The Incredible Flying Machines by Norman Schmidt*, or any grade appropriate text.
- 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- *aircraft* – mapped concept of definition map.
- Graphic organizer - Concept Map (Web), as students and teacher discuss airplanes, they create a timeline of airplanes from the past, present and future.

Vocabulary: aircraft, airplane, helicopter, glider, hot air balloon, transportation

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

Materials:

- Books on aviation and aircrafts (one book for each group)
- Drawing paper, construction paper
- Crayons
- Magazines
- Internet access

Before:

1. Ask students to list different types of airplanes such as bombers, jets, seaplanes, jumbo jets, etc.
2. As the students give examples place the names of the planes and types of planes in the web.
3. Ask students to list the characteristics of the airplanes and place accordingly by the plane.
4. Select a text of your preference 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, *The Usborne Book of Planes and Helicopters*, *The Incredible Flying Machines by Norman Schmidt* 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.
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:

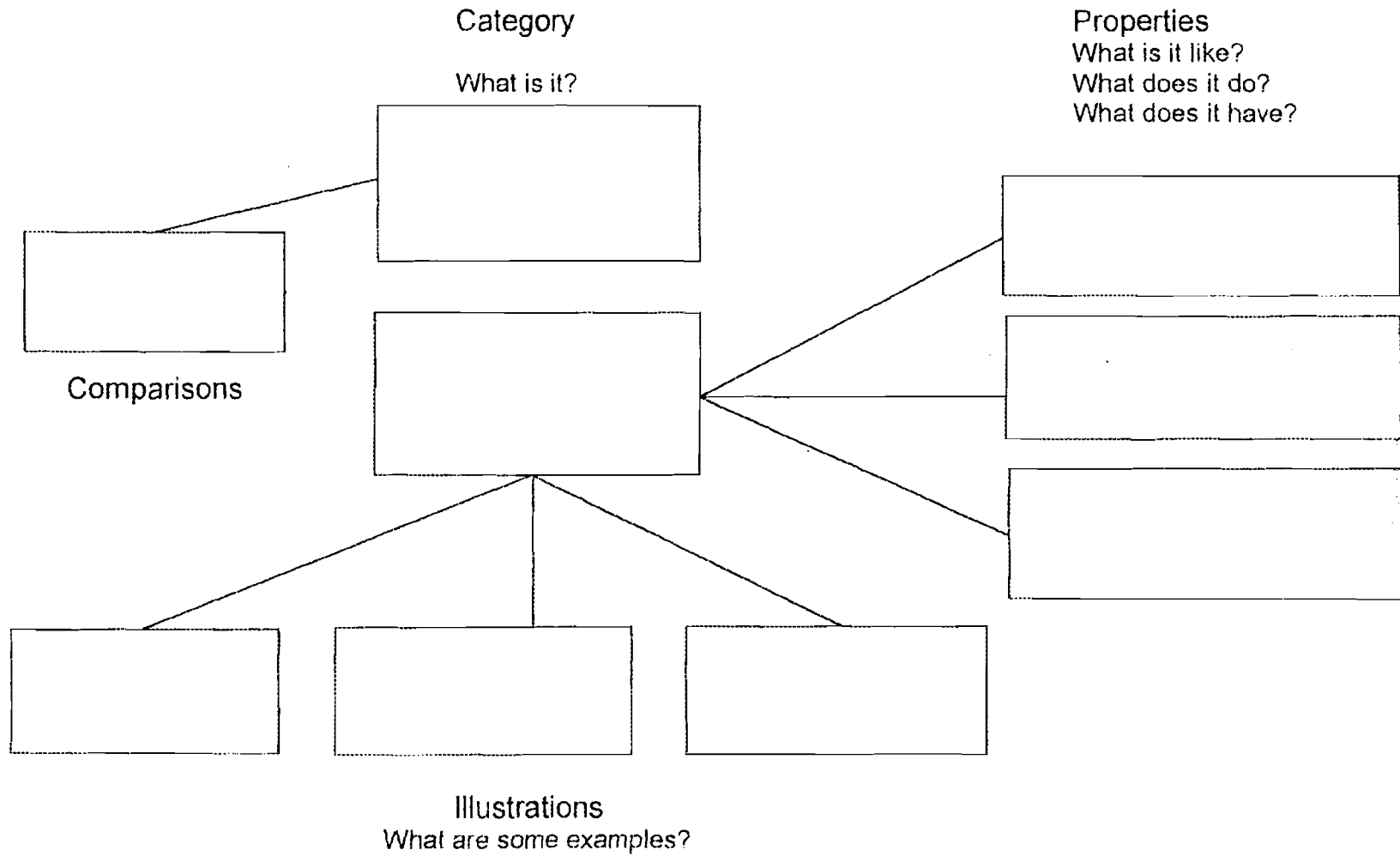
- Students will brainstorm and create by drawing ideas on how aircrafts will look in the future.
- Students will share their creations with the class.

Assessment:

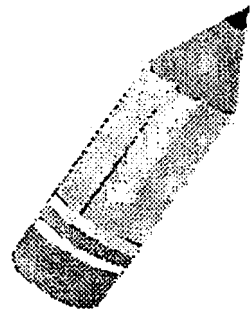
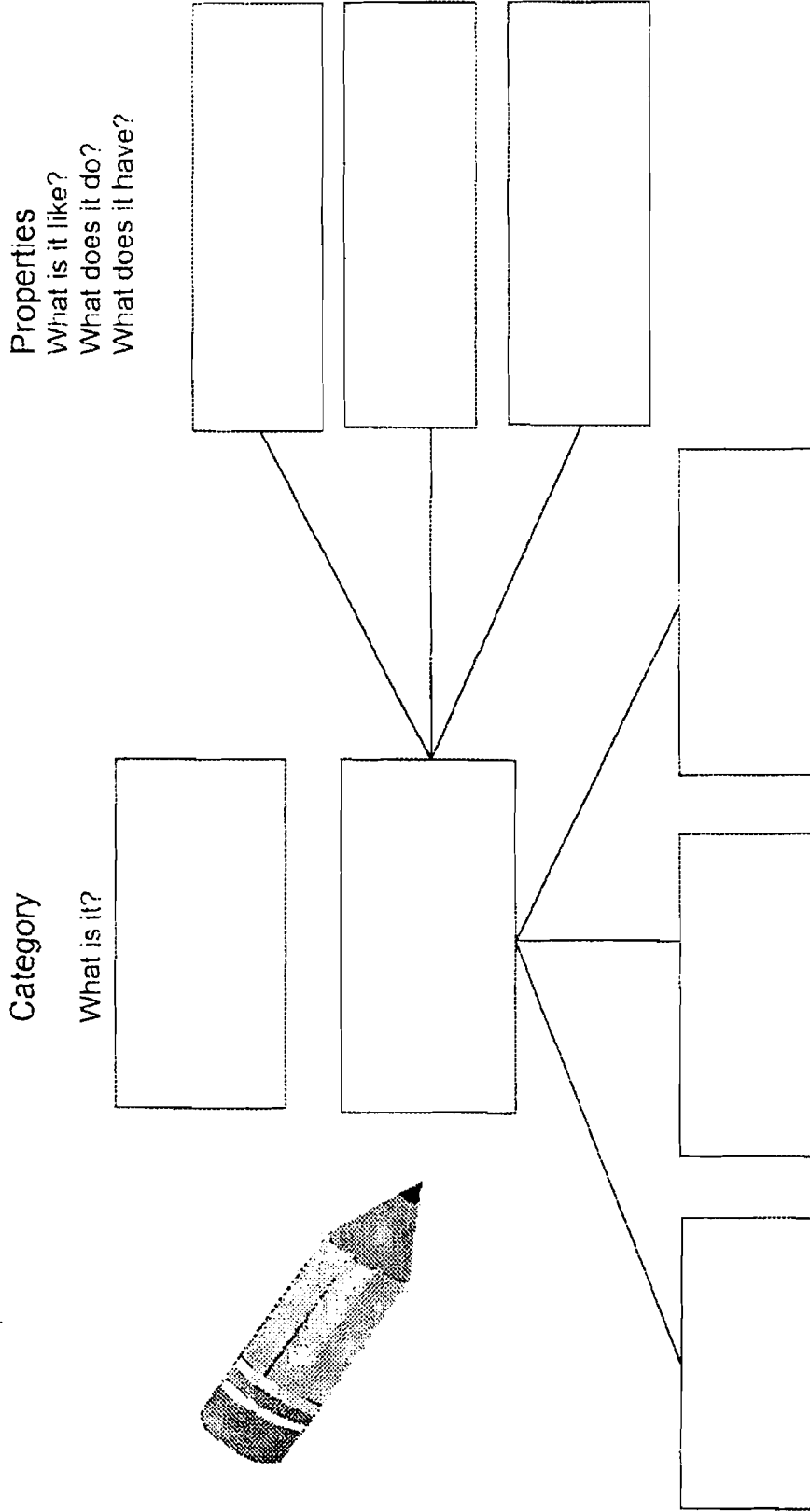
The teacher will evaluate each groups display using a teacher created rubric, such as: high, medium, low or 5, 4, 3, 2, 1 based on students' illustrations, correct labeling, title, etc.

APPENDIX

CONCEPT OF DEFINITION WORD MAP



CONCEPT OF DEFINITION WORD MAP



Venn Diagram

