Planes: A Unit of Study for Kindergarten Education

An Honors Thesis/Project (HONRS 499)

by

Liza B. Rhoades

Project Advisor:

Dr. Judith E. Stroud

Ball State University

Muncie, Indiana

July 1991

SPRING 1991 - 1992
INTRODUCTION

TOPIC: Airplanes

CHILDREN/PROGRAM:
The activities in this unit were planned for kindergarten children. Many of the activities could be modified to be appropriate for younger or older students.

GOALS/PURPOSES:
The development of creativity and self-esteem is emphasized in this unit. These activities will also foster the children’s emotional, social, intellectual, and physical growth. Additionally, the children will develop an interest in, as well as knowledge of, airplanes.

AREAS OF STUDY:
Art
Language Arts
Mathematics
Movement
Music
Play
Science
Social Studies
Thinking
CREATIVE ART ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will make at least three unique articles for the airport.

MATERIALS:

1. colored and white index cards
2. various colors and sizes of construction paper
3. scissors
4. glue
5. rubber stamps
6. ink pads
7. markers

PROCEDURE:

1. Have children sit at the art table with the teacher.
2. Ask children what things they saw in the ticket and information areas at the airport we visited (i.e., tickets, signs, posters).
3. After students give ideas, show students that our ticket/information area needs these supplies.
4. Spread out materials listed above on the table.
5. Tell students they can make what they want for the center.
6. As students finish, dismiss them by groups of two.
They will put their items in the appropriate area of the airport, wash their hands, and go to the next activity.
CREATIVE ART ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will be able to create one unique sponge painting by using the sponges and paints provided.

MATERIALS:

1. tempera paints (well thinned-out, almost watery)
2. shallow containers
3. sponges in the shapes of: airplanes, clouds, squares, circles, triangles, rectangles, and ovals
4. large newsprint
5. paper towels
6. newspapers
7. water

PROCEDURE:

1. Use newspapers to cover tables and to provide a cushion for printing.
2. Place a few sheets of paper towels in containers, then pour in tempera paints to create printing pads.
3. Set out sponges in center of table.
4. Have students come to art table.
5. Students will press the sponges onto the pads and print their unique designs onto the newsprint.
6. As children finish, set prints aside to dry. Have
children, two at a time, wash their hands and move on to the next activity.
CREATIVE ART ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will be able to complete an original airplane collage.

MATERIALS

1. airplane cut-outs from various colors of construction paper
2. glue
3. markers and crayons
4. pieces of yarn
5. mixed beans
6. assortment of cereals
7. colored cotton balls
8. scraps of colored tissue paper
9. macaroni of different shapes
10. paper plates
11. small paintbrushes

PROCEDURE:

1. Put glue on paper plates and place paintbrushes in glue.
2. Put each kind of collage material on a separate paper plate and place the plates in the center of the table.
3. Have children choose their own colored airplane
cut-out.

4. Allow children to create their own airplane collages.

5. When the children are finished with the activity, set their collages aside to dry. The students, two at a time, will wash their hands and go to the next activity.
CREATIVE LANGUAGE ARTS ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will give at least one unique suggestion during the story.

MATERIALS:


PROCEDURE:

1. Have children sit in a circle with the teacher.
2. Tell children the title of the story and the author's name. (If the students do not know what the word "author" means, explain to them that an author is a person who writes stories and/or books.)
3. Tell children to listen to the story to find out how the girl could fly.
4. Read to the end of section one. Ask, "Do you think Jenny can fly? What makes you think she can/can't? Does anyone have any other ideas?"
5. Read to the end of section two. Ask, "Why do you think Jenny tells everyone that she can fly? Did everyone believe Jenny? Why or why not?"
6. Read to the end of section three. Ask, "Do you think the people in the store believed Jenny's
mother and not Jenny? Why? How do you think Jenny's mother will prove that Jenny can fly? Any other ideas?"

7. Read to the end of the story. Ask, "How did Jenny's mother prove that Jenny could fly? Why do you think Jenny never explained that she was flying on an airplane? Did you like the story? Do you wish you could fly? Why or why not? If you could fly, where would you go? What would you do?"

8. Have the children "fly" to the next activity.
The Girl Who Could Fly

by Alan Cliburn

--------------------------SECTION ONE--------------------------

Jenny went shopping with her mother one Tuesday morning. While she was getting some milk from the dairy case, Jenny walked up to a woman putting cans of dog food on a shelf.

"I can fly!" Jenny announced excitedly.

The woman smiled. "That's nice. Can you fly around the store?"

Jenny shook her head. "No. But I can fly!" Then she ran to catch up with her mother.

A lady with gray hair was checking her grocery list when Jenny and her mother turned up the bakery aisle to get a loaf of bread.

"I can fly!" Jenny told the lady.

"Fly?" she repeated, a twinkle in her eye. "Do you have wings?"

"No," Jenny replied. "But I can fly!"

While Jenny's mother was picking out some ripe red tomatoes for dinner, Jenny marched over to the produce man, who was busy spraying celery with cold water.

"Hello, Jenny," the man said. "How are you today?"

"Fine," Jenny answered. "And guess what!"

"I can fly!" Jenny exclaimed.
The man laughed. "I’m glad to hear it. The potato truck is late. Can you fly out to the farm and see what’s wrong?"

"No," Jenny said. "I don’t even know where the potato farm is. But I can fly!"

SECTION TWO

As Jenny’s mother went around the store, up one aisle and down the next, Jenny followed closely behind. She told almost everyone the good news.

"I can fly!" she said to an old man.

"I wish I could," the old man replied. "I get tired walking."

"I can fly!" she said to a cross-looking lady who was in a hurry.

"Don’t be silly!" she answered sharply. "Little girls cannot fly!"

"I can," Jenny told her.

Finally, Jenny’s mother pushed her cart to the checkout stand. Many of the people Jenny had spoken to were standing in line.

"Well, here comes the girl who can fly," the lady with gray hair said.

"That’s her, all right," the old man agreed.

"What’s that?" the store manager wanted to know. "I have someone in my store who can fly?"

"I can!" Jenny replied. "I can fly!"
"Can you fly high, Jenny?" the manager asked.

Very high," Jenny said. "Higher than this store even!"

"No, you can't," the cross-looking lady who was in a hurry told her. "Little girls cannot fly!" She turned to Jenny's mother. "Why do you let your little girl go around telling people she can fly? Children should tell only the truth!"

-----------------------------SECTION THREE-----------------------------

Jenny's mother looked at the lady and smiled. "But Jenny is telling the truth. She can fly!"

Everyone stared at Jenny and her mother.

"She really can fly?" the manager questioned, a surprised look on his face.

"Up in the sky?" the old man asked.

"Like a bird?" the gray-haired lady wanted to know.

"Well, not quite like a bird," Jenny's mother admitted.

"But she can fly."

The cross-looking lady who was in a hurry gave a snort.

"Humph! A girl who can fly! Can you prove it?"

-----------------------------SECTION FOUR-----------------------------

Everyone stared at Jenny, expecting her to fly off at any second. But she just stood quietly next to her mother.

"Here it is," Jenny's mother said, pulling an envelope out of her purse.
"What is it?" the cross-looking lady asked.

"An airplane ticket," Jenny's mother told her. "Jenny's grandmother wants her to come for a visit. She's always gone on the train before, but not this time."

"This time I can fly!" Jenny announced proudly. "I can fly to my Grandma's!"

Everyone at the store smiled. Jenny hadn't been pretending, after all.
CREATIVE LANGUAGE ARTS ACTIVITY PLAN

DEVELOPMENTAL GOAL:
To foster creativity by developing originality.

OBJECTIVES:
Each child will give at least one unique suggestion during the story.

MATERIALS:

PROCEDURE:
1. Have children sit in a group with the teacher facing them so that all the children can see the book.

2. Show children the cover of the book. Ask, "What do you think this story is about? Why? Does anyone have a different idea?"

3. Tell children the title of the story, the author's name, and the illustrator's name. Talk about what the author and illustrator did (helpful information about the author and/or illustrator may be found inside the cover of the book).

4. Tell the children to listen to the story to find out about someone's first airplane flight.

5. Read to the bottom of page five (5). Discuss how the children feel about flying in an airplane --- excited, scared, happy, etc.

6. Read to the bottom of page nine (9). Ask, "How
would you feel if you were the boy in the story? Would you want your teddy bear to go through the security area?"

7. Read to the bottom of page seventeen (17). Ask, "What do you think he could see when he looked out the window of the plane? What else do you think he could see? How would houses or cars look from that view?"

8. Read to the bottom of page twenty-three (23). Ask, "Why do you think the plane is bouncing? How would you feel if you were in the bouncing plane?"

9. Read to the end of the story. Ask, "What do you think the boy did when he saw his grandmother? What would you do? Do you think the boy had a good or bad first flight? Why do you think that? Did you like the story?"

10. Dismiss the children by twos or threes. Have them move like an airplane to the next activity.
CREATIVE LANGUAGE ARTS ACTIVITY PLAN

DEVELOPMENTAL GOAL:
To foster creativity by developing elaboration.

OBJECTIVES:
Each child will be able to expand the story by adding a few sentences.

MATERIALS:
1. picture of an airplane

PROCEDURE:
1. Have children sit on the floor in a circle.
2. Show the picture of the airplane to the children.
3. Ask the children for suggestions of what the picture could be about.
4. Start out a story about the picture.
5. Give the picture to the first child and ask him/her to add on to the story.
6. After the first child adds a few sentences to the story, have the child pass the picture to the next child.
7. The next child will add on to the story at this point in time.
8. Continue this pattern until each child has added to the story.
9. Choose color of clothing child has on (i.e., red sweater) and have children wearing that color move to the next activity, then another color, etc.
CREATIVE MATHEMATICS ACTIVITY PLAN

DEVELOPMENTAL GOALS:

To foster creativity by developing persistence.
To foster cognitive development by practicing one-to-one correspondence.

OBJECTIVES:

Each child will demonstrate his/her ability to establish one-to-one correspondence by placing one airplane in each hangar.

MATERIALS:

1. wooden or unbreakable toy airplanes
2. empty milk cartons -- tops cut off to make hangars

PROCEDURE:

1. The teacher will place the airplanes and milk cartons needed for this activity in the math center at the beginning of the unit.
2. The teacher will call attention to this addition to the math area and, if necessary, explain the activity to the children.
3. The students, either individually or in small groups, will use the unit-related materials when working in the center.

NOTE: The children will establish one-to-one correspondence by placing one airplane in each hangar. Through this activity, the students
will discover and/or rediscover the meanings of "just enough," "not enough," "too many," "too few," etc.
CREATIVE MATHEMATICS ACTIVITY PLAN

DEVELOPMENTAL GOALS:

To foster creativity by developing persistence.
To foster cognitive development by learning number concepts.

OBJECTIVES:

Each child will make sets of airplanes on the runways provided.

MATERIALS:

1. wooden or unbreakable toy airplanes
2. "runway" gameboards (pattern attached)

PROCEDURE:

1. The teacher will place the "Airports" set in the math center at the beginning of the unit.
2. The teacher will call attention to this addition to the math area and, if necessary, explain the activity to the children.
3. The students, either individually or in small groups, will use the unit-related materials when working in the center.

NOTE: Depending upon the ability level of the student, he/she will work on sets of three, seven, etc...
CREATIVE MATHEMATICS ACTIVITY PLAN

DEVELOPMENTAL GOALS:

To foster creativity by developing fluency.

To foster cognitive development by practicing classification skills.

OBJECTIVES:

Each child will be able to group (classify) toy airplanes in at least two different ways.

MATERIALS:

1. wooden or unbreakable toy airplanes — various colors, sizes, models, etc.

PROCEDURE:

1. The teacher will place the airplanes needed for this activity in the math center at the beginning of the unit.

2. The teacher will call attention to this addition to the math area and, if necessary, explain the activity.

3. The students, either individually or in small groups, will use the unit-related materials when working in the center.

4. (The students may also use the airplanes to practice their counting skills.)

NOTE: Beginning classifying and grouping experiences should include two or three different sizes.
models, colors, etc. of items. Increase the number and types of items as the children gain skill in this area. Let the children decide on the groupings and explain their reasons for doing so.
CREATIVE MOVEMENT ACTIVITY PLAN

DEVELOPMENTAL GOAL:
To foster creativity by developing originality.

OBJECTIVES:
Each child will demonstrate at least two unique movements while acting/moving to the poem.

MATERIALS:
1. props: newspapers, books, dolls, tickets, money, purses, hats, etc.

PROCEDURE:
1. Have a small group of children sit on the floor in a circle with the teacher.
2. The children took a trip to a busy airport yesterday. Tell the children to think back to the trip they took. Ask the children to describe the people they saw waiting for and boarding the airplanes.
3. Tell children that they will be listening and moving to a poem about an airplane ride.
4. Pass around a box with props. Allow children to choose what they want.
5. Stress to the children that any way they move is acceptable.
6. Read the poem to the students while they think of ways they can move to the words.

7. Have the children stand.

8. Read the poem a second time and have the children move, use their props, etc.

9. Ask the children if they can think of other ways to move, use props, etc. to the poem.

10. If they wish, read the poem again and allow the students to move in different ways than before.

11. Continue in this manner until students are out of ideas or lose interest.

12. Two at a time, the students will be asked to return their props to the box, wash their hands, and move to the next activity.
"My Airplane Ride"

We went to the airport to board our plane,
To go away and come back again.
The car was parked and we took the little bus.
We were early, so we didn’t rush.

As we walked along the airport hall,
We saw the airplanes through big windows in the wall.
Big planes, small planes, all in a row.
The pilots were waiting for their turn to go.

Many, many people I could see,
Tall ones, short ones, some the same as me.

Our plane was now ready for the flight.
I thought it was the biggest one in sight.

It was time for the passengers to board.
And it wasn’t long before we soared.
I was sitting in an airplane seat.
For a little person, it was really neat.

I wanted to sit so straight and tall
So people wouldn’t know that I was small.
I’m sure people knew it was a big person’s seat
Because they could see by my dangling feet.

So up in the airplane, oh so high,
Flew our airplane into the sky.
Through the wind and with the sun,
Faster than a horse can run.

Sitting in our seat so still
Flying over the tallest hill
To a city so far away -
and we can fly there in less than a day.
Oh, it's fun to fly!

Liz Cromwell, Dixie Hibner, John R. Faitel
CREATIVE MOVEMENT ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will be able to move to the poems in an original way.

MATERIALS:

1. wooden or unbreakable toy airplanes (one per child)
2. poems about airplanes:
   -"The Jet" by Mike Lamar (attached)
   -"The Airplane" by Dixie Hibner (attached)

PROCEDURE:

1. Have children sit on the floor in a circle with the teacher.
2. Introduce the activity by letting the children know that any way they move is acceptable.
3. Start by reading "The Jet" to the students while they are thinking of ways they can move to the words.
4. Pass out the toy airplanes to the students.
5. Have the children stand.
6. Read the poem a second time and have the children move to the words.
7. Afterwards, ask the children if they can think of different ways to move to the poem.
8. Read the poem again if the children want to move to
it differently.

9. Have the children sit back down.

10. Tell the children to listen to the next poem and think of ways they can move to it.

11. Read "The Airplane" to the students.

12. Have the children stand up.

13. Read the poem a second time and have the children move to the words.

14. Ask the students if they can think of different ways to move to the poem.

15. Read the poem again if the children want to move differently.

16. Call the names of two students (then two more, etc.) and have them fly their toy airplanes to you. They should then wash their hands and "fly" to the next activity.
The Jet

One day as I was walking by,
I heard a noise from up high.
First it was soft, then a roar,
And across the sky a jet did soar.
It did a loop and a turn or two;
It was beautiful next to the sky of blue.
First it was there, then it was gone,
And away it flew -
On and on...

Mike Lamar

The Airplane

Up from the ground, with a whir and a roar
The airplane is rising, we're starting to soar,
Over the tree tops it carries us high
Higher and higher, up in the sky.
Now we are gliding down, down to the ground,
The propellers move slowly around and around.

Dixie Hibner
CREATIVE MOVEMENT ACTIVITY PLAN

DEVELOPMENTAL GOAL:
To foster creativity by developing originality.

OBJECTIVES:
Each child will move in an original way to the words of the songs.

MATERIALS:
1. tape recorder
2. cassette tape of piggyback songs (made by teacher)
3. <verses, tunes of songs attached>

PROCEDURE:
1. Have children sit in a circle on the floor with the teacher.
2. Introduce the activity by discussing yesterday's field trip to the airport. Ask the students if they remember seeing the airplanes taking off and also talking with the pilot.
3. Explain to the children that they are going to be listening to two songs about airplanes.
4. Let the children listen to the first song and think of ways that they can move to the words.
5. Have the children stand up.
6. Listen to the song a second time and have the children move.
7. Ask the children if they can think of any other ways they could move to the song.
8. If they can, play the song again so that they may move differently.

9. Have the students sit down.

10. Let the children listen to the second song and think of ways that they can move to the words.

11. Have the children stand up.

12. Play the song a second time and have the children move.

13. Ask the children if they can think of any other ways they could move to the song.

14. If they can and are interested, play the song again so that they can move differently.

15. Two at a time, the students will be asked to wash their hands and "fly" to the next activity.
tune: "Twinkle, Twinkle Little Star"

Airplanes, airplanes in the sky -
Airplanes, airplanes flying by -
Some fly high and some fly low,
They take you where you want to go.
Some fly here and some fly there -
They'll take you almost anywhere!

Liza Rhoades

tune: "I'm a Little Teapot"

I'm a little airplane.
I can fly.
Here is my throttle,
Give me a try.
When I get all revved up,
Then I fly
Off the runway
To the sky!

Bonnie Flemming
CREATIVE MUSIC ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will say at least one unique phrase for the composition of a piggyback song.

MATERIALS:

1. chart paper
2. dark colored marker
3. piano (optional)
4. "Twinkle Twinkle Little Star" sheet music (if using piano)

PROCEDURE:

1. Children will sit in a group facing the teacher so that all can clearly see the chart.

2. Ask children to think about their trip to the airport. Ask divergent questions such as "What did you see people doing? What was on the airplane? Where do you think the planes were flying? Why do you say that? Any other places?"

3. Tell students we are going to write a song about airplanes.

4. Play tune of "Twinkle Twinkle Little Star" on piano or hum it.

5. Tell children that this is the tune we will be using.
6. Ask if anyone has a starting idea. If needed, use 
directing questions. "Should we write about an 
airplane trip? Or the pilot? What did he/she do?"

7. As students give phrases and ideas, construct them 
to fit into the tune. Write the phrases or lines 
on the chart.

8. When a verse is constructed, sing it using the 
tune.

9. If time allows, continue writing verses.

10. Sing a verse. While singing, have children walk to 
next activity.
CREATIVE MUSIC ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing awareness.

OBJECTIVES:

Each child will be able to demonstrate their understanding of tempo by moving to the song at the correct time.

MATERIALS:

1. recording: "I'm Flying" (from album Peter Pan by Morris I. Charlap, 1954)
2. record player

PROCEDURE:

1. Have the children sit on the floor in a circle.
2. Introduce the activity by asking children if they know what "tempo" means.
3. Take any and all suggestions from the children.
4. Explain that tempo is the speed of music (either fast or slow).
5. Ask the children to listen to the recording and determine if the tempo is fast or slow.
6. Play the recording until the children have heard enough to determine the tempo.
7. Ask the children what they think the tempo of the song is.
8. Ask the children to listen to the recording again and determine the tempo.
9. Play part of the recording that has a change of tempo.
10. Ask the children what they think the tempo is now.
11. If the children show understanding of the concept of tempo, continue on with the lesson. If the children do not show understanding, continue playing the recording.
12. If the lesson is to be continued, split the children into two equal groups.
13. Tell the children that one group is the fast group and the other, the slow group.
14. Explain that the fast group only moves to the tempo when it is fast and the slow group when it is slow.
15. Tell the children that they can move to the music as long as they are moving fast or slow.
16. Start the recording and supervise the movements of the children.
17. Play the recording several times. Have the children change groups and play the record some more.
18. Have each child move either slow or fast, depending on the group they were in, to the next activity.
CREATIVE MUSIC ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will play at least one rhythm instrument using his or her own unique rhythms while listening to recordings.

MATERIALS:

1. recording: "Get on Board Lil' Children" (from America on the Move: A Treasury of Songs of Travel by A. Shimkin Enterprises, 1959)
2. recording: "Happy Flying" (from America on the Move: A Treasury of Songs of Travel by A Shimkin Enterprises, 1959)
3. recording: "Riding in an Airplane" (from One Light, One Sun by Raffi, 1985)
4. record player
5. poster or picture of airplane
6. rhythm instruments: rhythm sticks, sand blocks, tone blocks, bells (of different sizes, tones), tambourines, finger cymbals, shakers, drums, triangles, etc.

PROCEDURE:

1. Children have previously been introduced to each kind of rhythm instrument.
2. Have children sit on the floor in a circle with the
teacher.
3. Introduce activity by showing the airplane picture and discussing planes.
4. Tell children they will be listening to some songs about airplanes and flying.
5. Pass out instruments to children.
6. Play "Get on Board Lil' Children" and let the children play along with their instruments.
7. After the song is over, tell children they will next be listening to and playing along with a song about riding in an airplane.
8. Allow children to change instruments if they would like to.
9. Play the recording "Riding in an Airplane" and let the students play along with their instruments.
10. Allow children to change instruments again.
11. Play "Happy Flying" and let children play along.
12. During the last verse, ask children with a certain type of instrument to put them away, then another type, etc. and move on to next activity.
CREATIVE BLOCK PLAY ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will incorporate the airplanes and related materials into his/her block play in an original way.

MATERIALS:

1. standard set of unit blocks
2. long wooden planks
3. wooden or unbreakable toy airplanes (various models and types, if possible)
4. wooden or unbreakable toy cars
5. wooden or unbreakable toy people
6. wooden or unbreakable toy baggage
7. pictures of terminals, airplanes being loaded and boarded, airplanes flying, etc. (placed on walls in this area of classroom)

PROCEDURE:

1. The teacher will place the airplane materials in the block area at the beginning of the unit.
2. The teacher will call attention to this addition to the block area.
3. The students will use the unit-related materials when playing in the block area.
4. The children may leave the area when they are finished and go to another activity.
CREATIVE SAND/WATER TABLE PLAY ACTIVITY PLAN

DEVELOPMENTAL GOAL:
To foster creativity by developing originality.

OBJECTIVES:
Each child will help to create an original scene, be able to share the toys, and also be able to work out conflicts.

MATERIALS:
1. sand/water table
2. gravel (to fill table)
3. pictures of terminals, airports, airplanes, etc. (placed on walls of this area)
4. wooden or unbreakable toy airplanes (various models and types, if possible)
5. wooden or unbreakable toy airport
6. wooden or unbreakable toy cars, buses, etc.
7. wooden or unbreakable toy packages, boxes, etc.
8. wooden or unbreakable toy people
9. wooden or unbreakable toy baggage

PROCEDURE:
1. The teacher will place the airplane materials in the sand/water table area at the beginning of the unit.
2. The teacher will call attention to this addition to the sand/water table area.
3. The children will work in groups of four at the
4. The children will choose how they will set up the airplane/airport scene and follow through with their ideas.

5. The children may leave the area when they are finished and go to another activity.
CREATIVE DRAMATIC PLAY ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will:

1. play imaginatively - enact roles at an airport and aboard an airplane; use play tickets and money to substitute for real items; use actions and gestures to represent real behavior; use language to describe make-believe situations.

2. demonstrate through play an understanding of airplanes and airports.

3. use related vocabulary: tickets, pilot, flight attendant, wings, propeller, etc.

ORGANIZATION OF SPACE:

The airplane will be in the same area as the airport.

Related clothing and props will also be in this area.

MATERIALS:

1. clothing related to airplanes/airports

2. clothes racks

3. suitcases

4. TV dinner trays

5. laminated food cut-outs

6. paper cups

7. money

8. bell
9. newspapers/magazines
10. purses/wallets
11. wagon (optional)
12. step unit (optional)
13. blankets (2)
14. writing materials
15. table
16. chairs/benches
17. sturdy cardboard carton (from refrigerator, freezer, etc.)
18. walking board or wooden plank

PROCEDURE:

The airplane/airport theme will last at least one week and will include a field trip to an airport or airfield, pictures, poems and stories. When the children are taught in a group by the teacher, the teacher will discuss the roles of the pilot, ticket agent, flight attendant, etc., as well as of the passengers. The teacher will also explain the different areas in an airport and also some of the parts of an airplane.

Early in the week the dramatic play area will be introduced to the children. Each day a story will be read to enhance the interest of the children to the play area and/or games will be provided to introduce new roles for the dramatic play center. Other activities and/or props will be provided to enhance the
play area. A table will be available for the children to make pretend tickets, boarding pass folders, and other materials for the area.

During play, the teacher will stay near the dramatic play center and encourage higher levels of play. He/she will suggest that the children need to take a trip to a specific town or place. Once the children are into their roles, the teacher will leave the area.

Suggestions for parents will be provided to help them further enhance the children’s interest and experiences with airplanes.
HOME

The home-living center, which is a permanent dramatic play area within the classroom, may also be used to promote interest in airplanes and airports. Airline schedules, travel brochures, airline tickets, boarding pass folders, etc. may be added to the home environment. Also, suitcases may be made available to pack and money placed inside purses and wallets to enrich the dramatic play stemming from this area of the room.

AIRPLANE

Using the large cardboard carton listed in the materials section, create an airplane by securing a walking board or plank across the top of the structure. Propellers may be cut out of excess cardboard and thumbtacked or taped to the edge of the plank. If desired, windows may be made by cutting the carton appropriately. The plane may also be painted to look more realistic.

The airplane may be sectioned off into three areas inside: the cockpit, galley, and passenger areas. Blankets may be used to divide the sections up within the interior of the plane. Two chairs may be placed in the cockpit, as many as will fit in the passenger area.
(a center aisle should be maintained), and two chairs placed in the galley, as well.

AIRPORT

Desks and/or tables, as well as chairs, may be used to create an airport. A ticket/information area may be set up with the tables and a few chairs. (Students can stand behind table if they are pretending to be ticket agents and in front if pretending to be passengers.)

To create a lounge area, chairs may be set up in such a manner as to represent a waiting area (chairs in rows, back to back, etc.).
CREATIVE SCIENCE ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will move in an original way while pretending that his/her pinwheel is a propeller and he/she is an airplane.

MATERIALS:

1. commercially-produced or teacher-made pinwheels (one per child) -- (pinwheel pattern attached)
2. picture of an airplane with propeller(s)
3. picture of an airplane without propeller(s)

PROCEDURE:

1. Have students sit in a circle on the floor with the teacher.
2. Show the children the picture of the airplane that has propeller(s).
3. Ask if the children know the name of this part of an airplane. (If not, tell them.)
4. Explain to the children that not all airplanes have propellers. While doing this, display the picture without propellers.
5. Ask the children if they know or can think of a use or function of a propeller. Accept any and all answers. (The propeller is turned so quickly by the engine that it whirls itself into the air and
6. Show the students a pinwheel and explain that it moves much like a propeller. (Demonstrate this by blowing on the pinwheel.)

7. Pass out the pinwheels to the children. Allow them to acquaint themselves with the pinwheels for a short time.

8. Tell the students that they will move like airplanes being pulled by propellers in a few moments.

9. Have the children stand up.

10. Allow the students to pretend the pinwheels are propellers and they are airplanes.

11. As students begin to lose interest or become rowdy, have two children at a time fly their pinwheels back to the teacher, wash their hands, and move on to the next activity.
Pinwheel Pattern

Pinwheel: From each corner, cut three inches toward the center. Place each numbered point sequentially over the X and hold with thumb. When all are in place, fasten pinwheel to a dowel 6" to 10" long with a large-headed pin.

CREATIVE SCIENCE ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing fluency and originality.

OBJECTIVES:

Each child will be able to think of at least one unique answer to the question "Why don't airplanes fall?".

MATERIALS:

1. strips of paper - approximately two (2) inches wide and twelve (12) inches long (one per child)

PROCEDURE:

1. Have the children sit on the floor in a circle with the teacher.

2. Ask the children, "Did you ever wonder why airplanes don't fall from the sky? Does anyone have any ideas or reasons? Can you think of anything else?"

3. Accept any and all answers given.

4. Explain that just as air is all around us, so a plane is surrounded by air and is being pushed by it. In order that a plane be lifted from the ground and held in the air, there has to be more force under the wings.

5. Demonstrate this principle by holding a strip of paper by one end and pulling it through the air like a ribbon. Watch the flat paper end move up
and up. The faster the paper moves, the more air piles up under it and pushes up against it, holding it in the air.

6. Pass the strips of paper out to the children.

7. Allow the children to run about, holding their strips of paper so that they get the idea of air pushing and holding up the paper strips as they run.

8. Two at a time, have the students fly their paper strips to the teacher, wash their hands, and move on to the next activity.
CREATIVE SCIENCE ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing fluency and flexibility.

OBJECTIVES:

Each child will be able to describe at least one different and unique use for a windsock.

MATERIALS:

1. commercially-produced or teacher-made windsock

PROCEDURE:

1. Walk with the students to the playground area. (As the students are walking, they may look and/or listen for airplanes.)
2. Once at the playground, have the students sit in a circle with the teacher.
3. Show the windsock to the students. Explain to the children that windsocks are very important to pilots. (Airplanes must take off and land into the wind. The windsock tells the pilot which way the wind is blowing.)
4. Set the windsock up and ask the children to observe the direction of the wind by it.
5. Have the children stand up.
6. Ask the children to turn and face "into the wind." (This might be easier to explain by asking them to face in the direction that is opposite to that in
which the windsock is pointing.)

7. Three or four at a time, have the students pretend to be airplanes taking off and/or landing into the wind.

8. Have the students sit back down in a circle formation.

9. Repeat that the windsock is very important to pilots, then ask the students if they can think of any other uses for a windsock.

10. As the children answer, use creative questioning, such as "Why do you think windsocks could be used for that purpose? What else could they be used for? How many different uses can you think of?" Accept any and all answers to these questions.

11. Take the windsock down and lead the students back into the building.

12. Students may go to the restroom, wash their hands, and gather in the classroom once again.

13. (If possible, set the windsock up outside of the classroom windows. The students may observe the direction of the wind for the rest of the week by looking at the windsock.)

NOTE: A windsock may be made by sewing a tube of material or the sleeve of a shirt to a circle of wire or an embroidery hoop. Fasten the hoop or circle to a stick which can be used as a handle or stuck in the ground.
CREATIVE SOCIAL STUDIES ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will discover at least two unique air transportation routes during this activity.

MATERIALS:

1. globe
2. wooden or unbreakable toy airplane
3. gummed star
4. removable, round stickers in various colors

PROCEDURE:

1. Have a small group (six to eight students) of children sit in a circle on the floor with the teacher.
2. Display the globe and explain that it is a model of Earth, the planet we live on. Place a star on the place you live.
3. Have a student point out the land and water on the globe.
4. Hold up the toy airplane and say that it is on a flight around the world. Tell the children to clap when it flies over land and stamp their feet when it flies over water. Starting at the star, move the plane slowly around the world.
5. Ask the children to think of a far away city,
country, etc. that they would like to visit.

6. Place a round sticker on the "vacation spot" chosen by the students. (At this time, it may be useful to point out the locations of the star and the round sticker to the students.)

7. Ask the students to find as many different air routes as possible from "home" to the chosen "vacation spot." (The globe and airplane will be passed around the circle for students to demonstrate their ideas.)

8. If the children are interested, another "vacation spot" may be chosen and the above activity may be repeated using a different colored round sticker.

9. Dismiss the children from the activity by the color of their clothing. The students will wash their hands and move on to the next activity.
CREATIVE SOCIAL STUDIES ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will be able to think of an answer to at least one of the "creative" questions asked.

MATERIALS:

1. questions:
   Why do you think the airplane was invented?
   What do you think gave people the idea of flying through the air?
   If you were to have invented the airplane, would you have made it any differently?
   If so, what would your airplane look like?
   What would make it different?

2. video clip of early attempts at flying machines, airplanes, etc.

PROCEDURE:

1. Have the children sit in a circle on the floor with the teacher.

2. Explain to the students that the airplanes of today are quite different from the first airplanes or flying machines.

3. Tell the students that many people tried to invent the airplane and that it took a great deal of time for airplanes to become what they are today.
4. Tell the students that they will be viewing some peoples' attempts at creating the first flying machines, airplanes, etc.

5. Allow the children to move so that they can view the screen.

6. Show the video to the students.

7. Discuss the video with the students -- the different types of ideas, materials used, etc.

8. Ask the students the "creative" questions and accept any and all responses.

9. Call children's names by threes or fours and have them "fly" to the next activity.

10. (If the children are interested in inventing their own airplanes or flying machines, this lesson could be extended. A constructive activity could be planned that would allow the students to design and create their own model airplanes out of various materials provided.)
CREATIVE SOCIAL STUDIES ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing awareness.

OBJECTIVES:

Each child will develop an interest in, as well as knowledge of, airplanes and airports.

MATERIALS:

(none)

PROCEDURE:

1. Visit an airport to see airplanes take off and land. For inexperienced students, perhaps a first visit to a small private airfield might be best. Jet engines are very noisy and may frighten young children. At a smaller field there would perhaps be a greater opportunity to take a closer look at the airplanes and visit a hangar. Perhaps permission, at either a large or a small airport, could be obtained for the children to board one of the planes to see what one looks like inside. More experienced students may be able to comprehend the various parts that make up a large air terminal.
CREATIVE THINKING ACTIVITY PLAN

DEVELOPMENTAL GOAL:
To foster creativity by developing fluency.

OBJECTIVES:
Each child will be able to think of at least one
different use for an airplane.

MATERIALS:
1. small wooden or unbreakable toy airplane

PROCEDURE:
1. Have children sit in a circle on the floor with the
teacher.
2. Discuss with the children how airplanes fly from
place to place, carrying different things inside.
3. Ask them what they think airplanes carry or
transport.
4. Pass the toy airplane around from child to child.
5. Let each child tell or demonstrate what could be
carried inside the airplane. (Children can only
give an idea when they are holding the airplane.)
6. Continue passing the plane around until children
run out of ideas.
7. Have children move to next activity by calling out
colors — whoever is wearing that color will go at
the time.
CREATIVE THINKING ACTIVITY PLAN

DEVELOPMENTAL GOAL:

To foster creativity by developing fluency.

OBJECTIVES:

Each child will be able to tell two different possible articles in the suitcase.
Each child will be able to describe one place where the traveler may be going.

MATERIALS:

Option One: summer
1. suitcase
2. Hawaiian shirt
3. shorts
4. sandals
5. book
6. bathing suit
7. towel
8. sunglasses
9. suntan lotion

Option Two: winter
1. suitcase
2. sweater
3. long underwear
4. boots
5. book
6. gloves or mittens
7. scarf
8. ear muffs
9. packets of hot cocoa

PROCEDURE:

1. Have children sit on the floor in a circle with the teacher.
2. Show children the closed suitcase which contains the "summer" (or "winter") articles for a trip.
3. Introduce the activity by telling the children that they are going to get on an airplane and take a vacation.
4. Ask the children "What could be in this suitcase?"
   As children answer, use creative questioning, such as "Why do you think that is in here? What else could be in here? How many different things can you think of?"

5. After all ideas are given, show what is in the suitcase. Stress the idea that all answers were good and correct. These things are just what happen to be in it.

6. After all the articles are taken out and laid within the children's view, ask "If these were the things you had in your suitcase where could you be going?"

7. As children answer, use creative questioning, such as "How many different places can you think of? Why did you choose that place? Where else could you be going?"

8. Call children's names by threes or fours. Tell them to act like an airplane taking a trip and move to the next activity.
CREATIVE THINKING ACTIVITY

DEVELOPMENTAL GOAL:

To foster creativity by developing originality.

OBJECTIVES:

Each child will be able to think of an answer to at least one of the "creative" questions asked.

MATERIALS:

1. questions:

   What makes an airplane fly?
   What would happen if airplanes didn't have wings?
   How much do you think an airplane weighs?
   If you knew how to drive a car, could you fly a plane? In what ways are the two different?
   What do you think airplanes carry across the sky?

PROCEDURE:

1. Have children sit on the floor in a circle with the teacher.

2. Introduce the activity by admitting that you have many questions about airplanes and wondering if the children could answer them. Bring up the fact that some of the children may have questions themselves, and that they should feel free to ask them.

3. Begin with one of the children's questions and have other children come up with answers to it.

4. Bring one of the "creative" questions into the discussion to receive the thoughtful responses of
the children.

5. Intermingle your questions with the children’s for the rest of the activity.

6. Tell students that they will learn about airplanes in this unit and hopefully answer the questions raised in this conversation, as well.
POEMS AND FINGERPLAYS

Magic Ride

We'll take a magic plane ride
And travel far and wide;
To islands, kingdoms, palaces,
Our plane will fly and glide.

We'll see rainbows, sunsets, galaxies
In places where we roam;
And when a million years have passed...
Our plane will bring us home!

Susan L. Trostle and Thomas D. Yawkey

Taking Off

The airplane taxis down the field
And heads into the breeze,
It lifts its wheels above the ground,
It skims above the trees,
It rises high and higher
Away up toward the sun,
It's just a speck against the sky
--And now it's gone!

Lee Bennett
Take off!
Fly the sky roads,
flyway, highway, sky roads
Wheels up - soar!
Earth's roads are slow.
Take wings. Take sky,
Leave earth below.

Joanne Oppenheim

The Plane
The plane up in the sky
Just flew by;
I saw it spread its wings.
I thought of the pleasure
And things to treasure
A planeload of people brings.

Cella Uhrman
I'm a pilot.
I'm a jet pilot going halfway around the world.
I'm taking off in my astrojet into the clouds.
I look down on mountains.
I look down on oceans.
I look down on cities and little tiny people.
I land my plane in faraway places.
I'm a pilot.

Myra Cohn Livingston

The Engines

The engines
of the allingplane
are stuttering.

I hope they won't
beginnnnn
to stammer:
30,000 feet
is too high for speech defects.

Paul Goodman
If I Were an Airplane

If I were an airplane,
Flying way up high,
I'd tip my wings,
To make a turn
As I go zooming by.

Liz Cromwell, Dixie Hibner, and John R. Faitel

An Airplane

If I had an airplane,
Zum, zum, zum,
I would fly to Mexico,
Wave my hand and off I'd go.
Zum, zum, zum.

Marlon Grayson

Airplane

The airplane has great big wings;
Its propeller spins around and sings
"Vvvvvv!"
The airplane goes up;
The airplane goes down;
The airplane flies high
Over our town!

Liz Cromwell and Dixie Hibner
Sky's Nice

I like to remember airplane rides
When I've come down;
I like to see the carpeting of lights again
That's my own town.
But I'm so tired from drinking hours long
At the sky's cup
And trying to help the engine all the while
Hold the plane up.

It's so pleasant after all
To bump the ground.
Sky's nice -
But earth's so safe and sound.

Siddle Joe Johnson
Airplane Trip

Everything's magic on an airplane trip
From the moment you say "good-bye."
You're snapped to a seat in a silver bird,
Climbing up into the sky.
The flight attendant serves you lunch on a tray
That everything fits inside,
While you're sweeping across white banks of clouds
Where a billion snowflakes hide.
The world below is a patchwork quilt
Of green and brown and red.
Wide highways seem to be no more
Than wandering strands of thread.
At night the lights of cities
Sparkle up at you.
Can you believe you're flying?
Pinch yourself. It's true!

Bobbie Katz
I'd Like To Fly

I'd like to fly ---
Fly through the sky,
Just like a great jet plane;
I'd dip my wings ---
Do all kinds of things,
Soaring over the terrain!

I'd like to fly ---
Fly through the sky,
Like the noble eagle ---
Glide over trees
In the summer breeze,
Looking so very regal!

I'd like to fly ---
Fly through the sky,
Like a super hero ---
I'd wear a cape
No crook would escape,
I'd keep the crime at zero!

I'd like to fly ---
Fly through the sky,
All through the day and night;
I'd wave hello
To my friends below,
Never stopping in my flight!

Lee Bennett
Aeroplane

There's a humming in the sky
There's a shining in the sky
Silver wings are flashing by
Silver wings are shining by
Aeroplane
Aeroplane
Flying - high...

Silver wings are shining
As it goes gliding by
First it zooms
And it booms
Then it buzzes in the sky
Then its song is just a drumming
A soft little humming
Strumming
Strumming

The wings are very little things
The silver shine is gone
Just a little black speck
Away down the sky
With a soft little strumming
And a far - away humming
Aeroplane
Aeroplane
Gone - by...

Mary McB. Green
SONGS

Tune: "A-Travelling We Will Go"

Oh, 'a traveling we will go,
'A traveling we will go,
We'll fly in our plane
Through the wind and the rain -
And OFF! we will go!

Susan L. Trostle and Thomas D. Yawley

---

Tiptoe airplane, airplane, airplane, airplane
Tiptoe, tiptoe airplane
Tiptoe airplane - STOP!

Laura Pendleton MacCarteney

Note: Other words suggesting movement may be placed in the underlined spaces within the song.
tune: "Old MacDonald Had a Farm"

The airplane flies so very high
Way up in the sky.
And on the plane there is a pilot
Way up in the sky.
A pilot, pilot here
And a pilot, pilot there -
Here a pilot, there a pilot
Everywhere there's a pilot, pilot.
The airplane flies so very high
Way up in the sky!

Liza Rhoades

Note: Other terms may be used to fill in the underlined spaces within the song.

---------

tune: "Row, Row, Row your Boat"

Fly, fly, fly your plane
Way up in the sky
Over the clouds
And above the trees
Fly so very high!

Liza Rhoades

Note: Other lines may be added to the song to fit into the underlined portion—— "get your clearance from the tower," "fasten your seatbelt before you fly," etc.
tune: "The Farmer in the Dell"

The pilot's in the plane
The pilot's in the plane
Flying way up in the sky
The pilot's in the plane!

Liza Rhoades

Note: Other items, people, etc. may be used to fill the underlined spaces in the song.

Get on board little children
Get on board little children
Get on board little children
There's room for many and more!
There's room for Joe,
There's room for _____...

JoAnne Deal Hicks

Note: Names of children in the classroom can be used to fill underlined spaces. This song may be useful when having students move from one activity or area of the classroom to another.
BOOKS


FILMSTRIPS

The Airplane Does Many Jobs, McGraw-Hill.


The Airport, Coronet.

Airports and Airplanes, Society for Visual Education.

To an Airport, Eye Gate.


FILMS

An Airplane Trip by Jet, Encyclopedia Britannica.

Airport in the Jet Age, Encyclopedia Britannica.

Airports Serve the Community, Aims.
VIDEOS

Curious George Goes to Town. "Curious George at the Airport," BookMates' Curious George doll is available separately.

SLIDE SETS


"Airport Workers," Society for Visual Education.
Charlap, Morris I.  *Peter Pan*, "I'm Flying," 1954.


PICTURES & DISPLAYS

David C. Cook Company teaching picture set.

"Transportation."

Developmental Learning Materials photo sequential cards, "An Airplane Trip."

Eye Gate teach-a-chart set, "Air Transportation."

Marvel Teaching Pictures, Transportation, "Private Planes," "Jet Planes."

Society for Visual Education picture-story study print sets,

"How People Travel in the City" (jet airliner) and

"Moving Goods for People in the City" (jet freighter).
GAMES & OTHER LEARNING MATERIALS

Judy/Instructo Puzzles: Jet Airplane, 14 pieces; Airplane, 12 pieces; Pilot, 22 pieces.

Lauri Rubber Puzzles: Airplane, 15 pieces.

Kaplan Vinyl Airplanes: 3 in set, 4" long.

Fisher Price: "Little People Airport," terminal, jetliner, accessories, 22 pieces.
Vocabulary
- airplane
- airport
- runway
- flight attendant
- airline
- glider
- pilot
- terminal
- hangar
- tower
- baggage
- ski plane
- sea plane
- helicopter
- cockpit
- fly
- jet
- wing
- ticket
- propeller
- seat belt
- fasten
- air controller
- takeoff
- landing
- windsock
- arrival
- departure

Paper Airplane Pattern

Start with paper $6\frac{1}{2} \times 11"$. Fold paper in half lengthwise. Unfold and label with letters.

Fold A and B to within $\frac{1}{2}$" of center line E-F.

Fold G and H over A and B to within $\frac{3}{4}$" of center line E-F.

Fold I-K-C over J-L-D.

Fold E-I-K-C and E-J-L-D back to center line E-F, forming fold lines E-M and E-N.

Turn glider over. Fold E-L and E-K back to E-F.

Top view
Holding glider along fold E-F, lift up wings I and J. Use paper clip to hold glider together (optional).