



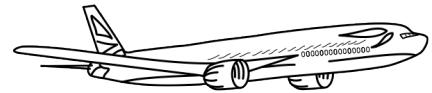
TRANSPORTATION

BIG IDEA

Children are curious about travel. Children explore and describe the many ways to move people and things from place to place. They describe and compare characteristics of several types of transportation.

Content objective(s):

The child will recognize an airplane as a form of transportation. The child will name the airplane parts and purposes, follow directions to construct a paper airplane, and compare distances that paper airplanes can fly.



Materials needed:

- ♦ Unit book: *Whose Vehicle Is This?*, by Sharon Katz Cooper (optional)
- ♦ Airplane, pilot, and flight attendant (Handout 1)
- ♦ Paper airplane template (Handout 2)—make at least three copies
- ♦ Crayons

Lesson vocabulary:

- ♦ pilot—piloto
- ♦ flight attendant—azafata
- ♦ propellers—hélices
- ♦ cabin—cabina
- ♦ cockpit—cabina de mando
- ♦ land—atterrizar
- ♦ take off—despegar

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.

Mathematics:

V.D.1. Child recognizes and compares heights or lengths of people or objects.

Physical Development:

IX.B.1. Child shows control of tasks that require small-muscle strength and control.

IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

Activities:

1. The home educator models and demonstrates for the parent.



Remind the parent and child that we're learning about types of transportation. Ask what they know. Review types of transportation by reading the unit book, *Whose Vehicle Is This?*, by Sharon Katz Cooper. Show the picture of the airplane from Handout 1 to the child and say,

Here is a picture of an airplane. Have you seen an airplane? (Pause) Where? (Pause) An airplane is a type of transportation that travels in the sky. Because they don't travel on the ground, airplanes don't need roads to travel. But they do need roads to land and take off—those roads are called runways. Have you seen airplanes at the airport? (Pause) They fly very fast in the air, over the mountains and the water. Have you been in an airplane? (Pause) (If yes, ask him/her to describe the experience.)

Show the child the picture of the pilot from Handout 1 and ask,

Who flies the airplane? (Pause) Right! The pilot flies (or drives) the airplane. He/she sits in the very front of the airplane, the cockpit.

Who works inside the airplane to help keep you safe and comfortable? (Pause) The flight attendant helps the people on the plane stay safe. (Show the picture of the flight attendant.) Flight attendants remind us to wear seat belts and sit down when the plane is taking off and landing. The flight attendants also help make us comfortable while we are flying. They sometimes bring drinks and snacks.

Use the picture on Handout 1 to point out parts of the airplane (e.g., wings, engines, tail, cabin, cockpit). Point to the wings and tail of the airplane and compare them to wings and tail of a bird. Tell the child that large airplanes—ones that carry lots of people—have jet engines. Smaller planes carry fewer people and sometimes have propellers to make the airplane fly.

Using Handout 2, model making a paper airplane by folding on the dotted lines. Show the parent and child how to throw the paper airplane so that it travels a long distance.

2. The parent works with the child.



The parent will work with the child to create a paper airplane. Invite the parent to use another copy of Handout 2 and make the airplane by folding on the dotted lines. The parent should discuss airplane parts and purposes as he/she is working with the child to create the plane. The parent should show the child how to throw the paper airplane so that it travels a long distance.

3. The child works with the parent's help.

The child can work to make his/her own paper airplane by using another copy of Handout 2. The child can color the sections of the airplane between dotted lines before folding it. After the plane is made, the child can practice throwing the airplane to see how far it can go.

The home educator, parent, and child should then throw their paper airplanes and determine which one traveled the farthest. Discuss options for measuring the distances the airplanes flew (using, for example, a shoe length, a paper clip, or a broom) and determine together which one might work best to measure the distances. Measure distances and talk about which one traveled the longest and shortest distance.

4. The child works independently as the parent and home educator watch for learning.

The child should be able to identify airplane parts and purposes, fold a paper airplane with assistance, and make judgments about distance.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child's thinking:



1. *Can an airplane travel faster than a car?*
2. *Where does the airplane take off and land?*
3. *Would you like to be a pilot or flight attendant? (Pause) Why/Why not?*
4. *What would your paper airplane need to stay in the air for a long time (remind the child about airplane parts)?*
5. *How is a plane like a bird? (Pause) How is a plane different from a bird?*

Ways to extend the lesson concepts:



1. Measure distances again, using different objects. Compare results.
2. Experiment with flying paper airplanes in different locations (outside) and compare travel distances.



3. Brainstorm and list other things that fly (e.g., insects, animals, balloons, other vehicles, etc.). Discuss how they are the same and different.



4. Visit the public library and check out the book, *Amazing Airplanes*, by Tony Mitton. Read the book aloud to the child.

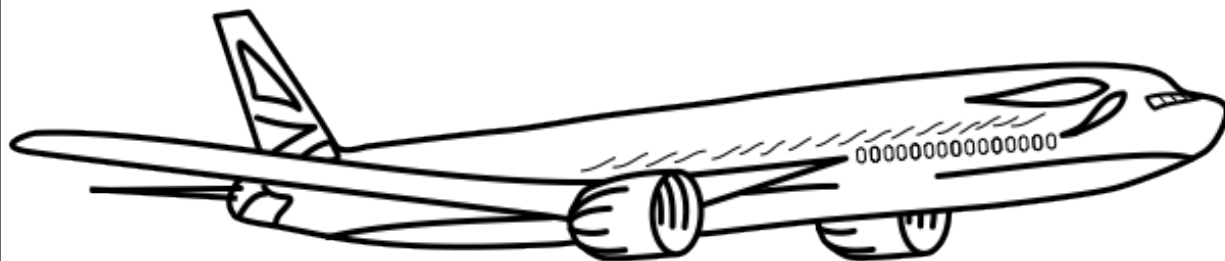
Modifications:

If the lesson activity is too hard—

1. Provide additional support in folding the airplane.
2. Provide additional support in throwing the airplane.
3. Provide clues for answering the follow-up questions.
4. Measure distances with only one object.

If the lesson activity is too easy—

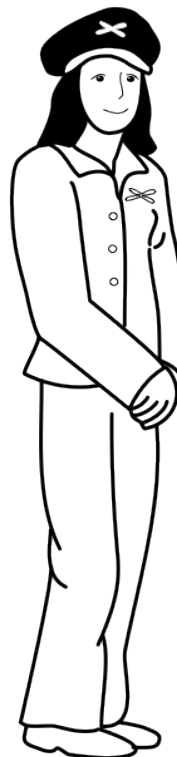
1. Measure plane distances using the child's shoe, then with the parent's shoe. Talk about the differences.
2. Ask the child to explain which airplane came in first, second, and third place, or which plane traveled far, farther, and farthest.
3. Modify the airplane (make additional folds in the wings, or add paper clips) and investigate results.



airplane

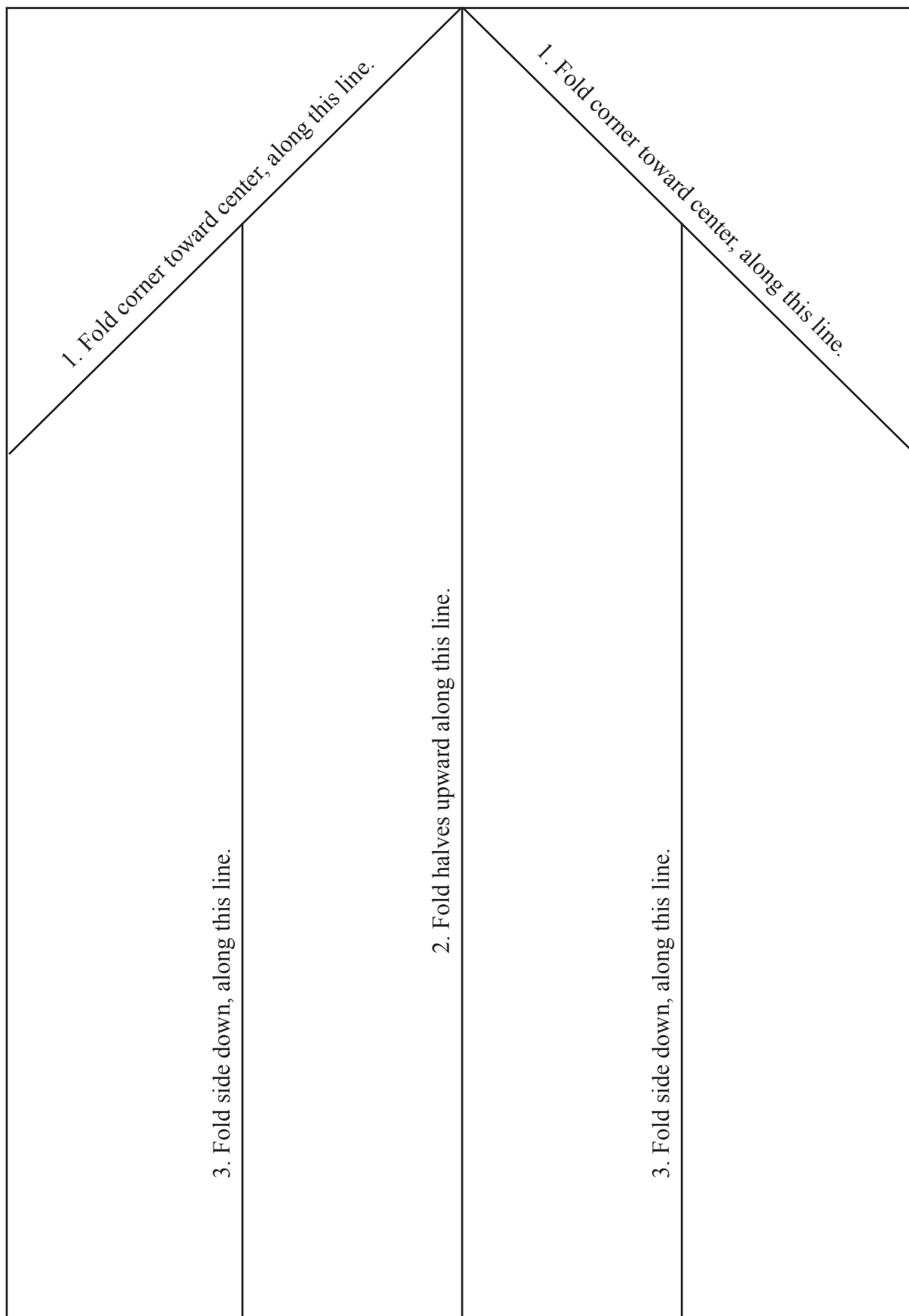


flight attendant



pilot

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TRANSPORTATION (LESSON 5)

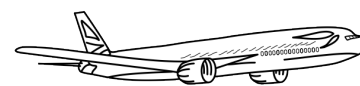
PARENT PAGE

What we are learning:

Your child will recognize an airplane as a form of transportation. He/she will name the airplane parts and purposes, follow directions to construct a paper airplane, and compare distances that paper airplanes can fly.

Words to know:

- | | |
|----------------------------|---------------------------|
| ♦ pilot—piloto | ♦ cockpit—cabina de mando |
| ♦ flight attendant—azafata | ♦ land—atterrizar |
| ♦ propellers—hélices | ♦ take off—despegar |
| ♦ cabin—cabina | |



What to ask:

1. *Can an airplane travel faster than a car?*
2. *Where does the airplane take off and land?*
3. *Would you like to be a pilot or flight attendant? (Pause) Why/Why not?*
4. *What would your paper airplane need to stay in the air for a long time (remind your child about airplane parts)?*
5. *How is a plane like a bird? (Pause) How is a plane different from a bird?*

What else to do:

1. Measure distances again, using different objects. Compare results.
2. Experiment with flying paper airplanes in different locations (outside) and compare travel distances.
3. Brainstorm and list other things that fly (e.g., insects, animals, balloons, other vehicles, etc.). Discuss how they are the same and different.
4. Visit the public library and check out the book, *Amazing Airplanes*, by Tony Mitton. Read the book aloud to your child.

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