# Airplanes and World Travel

**Level:** Kindergarten

## Class Description:

I have a kindergarten class for my practicum. I have twenty-two students in my class, with around an even split of boys and girls. My class is from many diverse ethnic upbringings and languages, some from Punjabi, Vietnamese, Chinese and English backgrounds. Two of the students have been identified as quite gifted, capable of fine-motor skills and deeper thought and discussion. Those two also have social development concerns, requiring instruction of personal space and boundaries. One student has been diagnosed as being on the spectrum of autism; the student has an Education Assistant (EA) who supports them throughout the day and is present in the classroom. The students appreciate open-ended, inquiry based approaches to their learning. With the class broken up, students that require more attention will have their needs better met, and much of the focus can be distributed among the group. The students don't like just sitting for an entire block (as do most anyone), so my lesson will break up the block with activities and movement. The children enjoy creative expression through visual arts, so utilizing that through inquiry has been a great benefit to them.

## Unit Overview:

We chose to do a theme on Airplanes and Travel from the broad suggestion of transportation that we were given. This unit plan covers Integrated Resource Packages (IRPs) from the Social Studies, Visual Arts, and Language Arts curriculums. The lessons covered the topics of airplanes and their uses, continents, countries, making inferences, brain-storming, co-

operating, drawing and colouring. The lessons were designed to be engaging, active, fun, and informational, while letting each student work within their ability to learn (Zone of Proximal Development) in each class. The students used critical thinking, creativity, listening, and leadership skills to succeed.

## Guiding Goals:

The goals for this unit plan were to introduce the kindergarten class to airplanes and world travel. With such an ethnically diverse classroom, many of the students were able to relate their own personal experience and prior knowledge to help their fellow classmates scaffold the experience. The approach was to promote enactivism, to get the students to be active and learn by doing rather than by lecturing. The unit was successful at relating stories, experiences, both local and global, as well as activating a worldly view of their surroundings and place.

## Prescribed Learning Outcomes:

Visual Arts:

A1 – use imagination, observation, and stories to create images

A2 – create images that feature colour, line, or shape

A4 – create 2-D and 3-D images

Socials:

A1 – participate co-operatively in groups

A2 – gather information from personal experiences, oral sources, and visual representations

A3 – present information using oral or visual representations

B2 – Identify Groups and Place that are a part of our lives.

D3 – Identify examples of technologies used in their lives

Language Arts:

A2 - Engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences

A4 – Demonstrate being a good listener for extended periods of time

## Resource Critique:

Robert Munsch's "Angela's Airplane" – an engaging way of introducing the concept of airplanes, not all libraries will have access to it. As well, many of the students in the class had read the book already, so the point of the inquiry was slightly lost on them. The book is comical and deals more with the aspects of self-control than with actual planes and their use.

Paper airplanes – effective in the small groups of the class, in normal sized classes, kindergarteners would struggle to follow the instructions. Even working eight to one ratios, the students had difficulty following the plans and information and would often jump ahead or wait until I would do it for them.

Passports and Posters – placing the posters up around the school interferes with the other classes due to the need for the class to gather near it and record details about it. The tape can remove paint (it didn't) as well as be distracting to other students. Reservation of areas in the pods ahead of time would curb many of those problems, but with such a wide-area covering activity, that too would inconvenience other classes simply due to its magnitude. The passports were problematic in that many students could not read the continents, so they guessed and wrote their country on a page that looked like the one everyone else was writing on.

Howard White's "The Airplane Ride" – a child's point-of-view book on their first trip on an airplane and the experience of it. The book worked to help reactivate prior knowledge for students that had forgotten aspects of their voyages from several years ago. The book focused more on the aspects of the experience than on the actual plane's journey, which did not work as well with the inquiry of the class.

Day 1 – Angela's Airplane

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|---|---|---|---|
| **Name:** | Thomas Clay-Smith | **SA:** | N/A |
| **Focus/Objective:**<br><br>**(SWBAT)** | Students will learn about the airplane and travel through story; relate their own experiences, feelings, and ideas with the class from listening to contextual questions; listen for a sustained amount of time; follow simple directions.<br>PLO's: Language Arts – A2, A4 | | |
| **Game/Activity:** | Finishing the Story | | |
| **Target Grade/Ability Level:** | Elementary – Kindergarten | | |
| **Prep Time:** | 2 minutes | | |
| **Pre-Reading Time:** | 5 minutes | | |
| **Reading Time:** | 15-20 minutes | | |
| **Activity Time:** | 10-15 minutes | | |
| **Materials Required:** | Drawing paper; Markers; Pencils; Crayons; Robert Munsch's "Angela's Airplane" | | |
| **Additional Notes:** | Should students finish ahead of time, it has been okayed free-time activities like puzzles and drawing. | | |

**Preparation:**

- Have enough paper set aside near the front that students will be able to draw their own ideas for the activity. Have art supplies in a near and present position for the children to access. Have question notes for the pages prepared. Familiarize yourself with "Angela's Airplane."

**Pre-Reading:**

- Sit students down on the carpet for 'story time.'
- Tell them about the shape of the Lesson.

  *Teaching Cue:* That we're going to talk about airplanes, read a story about airplanes, stop somewhere in the middle, they will go to their desks and tell me what happens next, then, we'll read and finish our story.
- Ask if anyone has ridden in an airplane. If they have, invite them to talk about it, direct questions and let the class ask as well (search for prior knowledge).
- Show the book. Do a "I wonder…" question to analyze what could the story be about using the cover.

  *Teaching Cue:* "There's a young girl piloting a plane! What do you think the story could be about? Why?" "Is this going to be a serious, sad story, or a funny, silly story? Why?"
- Read the title, point to the girl, identify her as Angela, identify the author who has written other stories they might know.

**Reading:**

- Read page by page, stopping to ask pertinent questions to what is going on. Test for comprehension and understanding. Ask for feelings, what do they think will happen on the next page.
- When Angela suggests it's okay to push *one* more button, ask the class if it's okay to. Yes, why? No, why?
- At the part where Angela pulls back on the wheel, stop. Ask the class what they think is going to happen next.

  *Teaching Cue:* Try to make sure at least most of the students respond. There are quiet students as well and try to get them to offer an opinion, prediction, thought.

**Activity:**

- Inform the students that they are going to draw their idea of what is going to happen next. Ask a special helper to help give everyone their piece of paper, return to their desks, and begin drawing their idea.
- After ten or so minutes, check to see where the students are with their ideas.
- If a majority seem to have finished their art pieces, give the other students one more minute, then return back to the carpet.
- Have several students show off their idea.
- Make sure everyone gets a clap after presenting and validate their ideas.
- After several presentations and no-one wants to present any more, ask the class if they want to know the ending.
- Read the last of the book.

- Ask the students about the ending. Were they surprised? Whose idea was closest? Which idea did the students like the most?
- Why did they think Angela changed her mind about piloting planes?

  *Teaching Cue:* Direct answers to fit like, her bravery, curiosity, she liked to push buttons, etc.)

**Assessment:**

Are students following along with the book and behaving?

Are students following the instructions and designing their own ending?

Can the students explain their artwork to the rest of the class?

**Extensions:** For those done early, they can practice showing their idea to the teacher, practicing speaking. As well, it has been mentioned they can use the puzzles and drawing areas once they are done.

**Adaptions:** For those needing more assistance, bring the book over and go over the parts leading up to the drawing. Help them draw their scene and practice their thought process and story. Make sure colour supplies are nearby and the student stays positive about their idea.

Day 2 – Paper Airplanes and Continents

| **Name:** | Thomas Clay-Smith | **SA:** | N/A |
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| **Focus/Objective:**<br><br>**(SWBAT)** | Students will: learn about continents, and where they are in the world; how to listen to instructions and make a paper airplane; decorate a paper airplane<br>PLO's: Language Arts – A2, A4; SS – B2 | | |
| **Game/Activity:** | Paper Airplanes | | |
| **Target Grade/Ability Level:** | Elementary – Kindergarten | | |
| **Prep Time:** | 2 minutes | | |
| **Discussion Time:** | 15 minutes | | |
| **Activity Time:** | 15 minutes | | |
| **Art Time:** | 15 minutes | | |
| **Materials Required:** | Map Books; Paper Airplane Paper; Giant Map; Continental stations | | |
| **Additional Notes:** | Should students finish ahead of time, it has been okayed for free-time activities like puzzles and drawing. | | |

**Preparation:**

- Have enough paper set aside near the back that students will be able to create their own paper airplanes. Have art supplies in a near and present position for the children to access. Have strips of the continental names printed out. Have a gigantic map of the world or make one.

**Discussion:**

- Talk with students about the previous class "Angela's Airplane" and what we remember.
- Tell them about the shape of the Lesson.

  *Teaching Cue:* That we're going to talk about airplanes, look at a map of the continents on the world, make paper airplanes, fly them outside, then, come back and decorate them.
- Show children the map and see if they recognize any of the continents on the map (search for prior knowledge).
- Go over the various continents, where they are, and what they're like.
- Ask about: animals, landscape, food, cities, etc.

**Activity:**

- Show the class a paper airplane already made.
- Show them how it flies and that they will be making their own.
  - Teaching Cue: Make sure to iterate that once they finish their airplanes, they are to put their names on it, then hand in to the teacher.
- Show them how to fold a paper airplane:
  - Teaching Cue:
    - 1) Fold paper hotdog fold (length-wise)
    - 2) Fold the two points at the top to the middle line.
    - 3) Fold the new edges to the middle again.
    - 4) Pinch the point so the wings don't come apart.
    - 5) Fold down the wings so that they are touching the centre fold line.
    - 6) holding the bottom let go of the point.

- Make sure each student signs their name on their plane in pencil then waits for further instructions (students done early may help buddies or do puzzles until everyone is ready)
- Take the map and students outside, just in front of the portable, and have them one by one throw their planes at the map. Where their plane lands, is the strip of paper they get.

**Art:**

- Once all the planes have been thrown, bring the children back in, and let them decorate their planes with the name of the continent they "travelled" to.
- Assist students in learning more about their continent, what animals they can decorate their planes with, writing the name of the continent, adding features to the plane like windows or engine.

**Assessment:**

Can the students follow the instructions with little to no prompting?

Are they able to decorate their planes based on the theme of the country?

Can they maturely and safely fly their airplanes in the classroom?

**Extensions:** For those done early, they can help other students finish decorating their planes. As well, it has been mentioned they can use the puzzles and drawing areas once they are done.

**Adaptions:** For those needing more assistance, bring books or maps over and go over any questions they have. Help them draw, and personalize their plane. Make sure colour supplies are nearby and the student stays positive about their idea.

Day 3 – Passports and World Travelling

| **Name:** | Thomas Clay-Smith | **SA:** | N/A |
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| **Focus/Objective:**<br><br>**(SWBAT)** | Students will: learn about countries, and passports; how to listen to instructions and fill in a passport; listen to clues and find the country's location in the school<br>PLO's: Language Arts – A2, A4; SS – B2 | | |
| **Game/Activity:** | Country Scavenger Hunt | | |
| **Target Grade/Ability Level:** | Elementary – Kindergarten | | |
| **Prep Time:** | 20 minutes | | |
| **Discussion Time:** | 5 minutes | | |
| **Activity Time:** | 25-30 minutes | | |
| **Story Time: (extension)** | 10 minutes | | |
| **Materials Required:** | Country and images; 22 booklet "passports;" markers and pencils; Scavenger Hunt guide | | |
| **Additional Notes:** | Should students finish ahead of time, it has been okayed free-time activities like puzzles and drawing. | | |

**Preparation:**

- Have stations set out around the school for kids to find using the scavenger hunt clues.
- Each station will have corresponding images, so make sure they are nearby and to write easy hints for the students to find the next country.

**Discussion:**

- Talk with students about the previous class, “Continents and Making Airplanes” and what we remember.
- Tell them about the shape of the Lesson.

  *Teaching Cue:* That we’re going to go on a scavenger hunt as we fly from different country to different country. We’ll mark down the continent, the country, and draw something we see.
- Review the map and access prior knowledge from the previous class

  *Teaching Cue:* Who remembers what continent this was? It’s where China and Russia are.
- Hand out the passports and get the students to write their names on the front.
- Get a special helper or two to grab enough markers and/or pencils for everyone.

  *Teaching Cue:* Okay everyone, we’re going on a scavenger hunt adventure around the school. I’ll give you a clue and if you guess the right spot, we’ll find the first country we visit. So, it’s time to get on your outside shoes and get ready to head outside. (weather permitting)

**Activity:**

- Read out the first clue of the location.
- Students will respond and guess where the location is. When they get it right, lead them to the country station.
- At the country station, ask questions to do with what they see, then get the students to “stamp” their own passport.

- Teaching Cue:
    - 1) Write the name of the continent.
    - 2) Write the name of the country.
    - 3) Draw something you see about the country.

- After a few minutes have elapsed, tell everyone to stop writing, gather everyone up, and tell them the next clue.
- Repeat until 25-30 mins has elapsed or all the countries have been visited.
- Return to class.

**Assessment:**

Can the student accurately write the name of the visited country in the correct place?

Can the student draw an image from the country in their memory space?

Is the student able to apply effort and detail to their passport's pages?

**Extensions:** For those done early, they can help other students finish decorating their planes. As well, it has been mentioned that they can use the puzzles and drawing areas once they are done.

**Adaptions:** For those needing more assistance, insist they write the name of the country and something they see. For those that can't write, get them to draw the country's shape.

# Div. __'s Passport

Canada

Name:

2015-2020
with
Mr. Clay-Smith

Continent:

EUROPE…

COUNTRY:

Memory:

Continent:

ASIA…

COUNTRY:

Memory:

Continent:

OCEANIA…

COUNTRY:

Memory:

Continent:

AFRICA…

COUNTRY:

Memory:

Continent:

S. America…

COUNTRY:

Memory:

Continent:

N. America…

COUNTRY:

Memory:

Day 4 – Airplane Inquiry

| | | | |
|---|---|---|---|
| **Name:** | Thomas Clay-Smith | **SA:** | N/A |
| **Focus/Objective:**<br><br>**(SWBAT)** | Students will: discuss experiences travelling abroad and in a plane; use inquiry and inventiveness to solve the given problem; creatively design their proposed idea<br>PLO's: Language Arts – A2, A4; SS – B2 | | |
| **Game/Activity:** | Inquiry Question and Presentation | | |
| **Target Grade/Ability Level:** | Elementary – Kindergarten | | |
| **Prep Time:** | 0 minutes | | |
| **Story Time:** | 10 minutes | | |
| **Discussion Time** | 15 minutes | | |
| **Activity Time** | 20 minutes | | |
| **Materials Required:** | Sheets of paper; Markers (in your bag); Pencils; Books: The Plane Ride and How Airplanes Work | | |
| **Additional Notes:** | Should students finish ahead of time, it has been okayed for free-time activities like puzzles and drawing. | | |

**Story:**

- Read to the children “The Airplane Ride.”
- Ask guiding questions and gauge how the students feel. Make connections with those that have flown before.
- Connect to how big the airplane must have been.

**Discussion:**

- Talk with students about the previous classes, “Travelling the World,” Angela’s Airplane, the story we just read, and what we remember.
- Tell them about the shape of the Lesson.

  *Teaching Cue:* I have a big question for you class. A big question that you may or may not be able to answer. But I want you to try your best, work with a partner, and come up to the solution of my question. Okay?
- Review the size of the plane, and how heavy it must be, and how far it must travel.
- Suggest to the students that somehow planes fly up in the air, but you want the class to tell you why.
- Ask for theories on how (field maybe 5-6).

  *Teaching Cue:* Is it the engines? Is the plane full of balloons? Does it have rockets on it? Maybe there’s something hidden inside? Maybe it’s something outside? Maybe something big launches them into the air?

**Activity:**

- Pair the students off, and then have them take their ideas to the desks and start to draw out their ideas of what they think makes a plane fly in the air.
- Make one student the "director," the one who tells the other person what to draw, while the other student is the "illustrator," the one who draws
- After a minute, switch the roles. After another minute, switch back. Repeat.
- Assist students with the creation and illustration of their idea.
- After a ten or so minutes, invite everyone back to the carpet.
- Pair by pair, they will present their ideas.
- Afterwards, show them how a piece of paper floats up when you blow underneath it.
- Explain that's how wings work, the air lifts it up when the plane is moving fast enough.
- Dismiss class.

**Assessment:**

Could the student work together as a pair?

Could the student listen to the story and offer feedback?

Could the student accurately identify aspects of an airplane that might help it fly?

**Extensions:** For those done early, they can help other students finish decorating their planes. As well, it has been mentioned that they can use the puzzles and drawing areas once they are done.

**Adaptions:** For those needing more assistance, help with the rough outline of their idea. If they have trouble speaking in front, ask guiding questions.