Junior Lesson Plan – Airplane Theme

Period 1 - Language

10 minutes - Self Introduction/Attendance/Gross facts etc.

15 minutes - Silent reading

5 minutes – Introduce Cloze Activity

5 minutes – Cloze Activity

5 minutes – Introduce Language Activity

10 minutes – Language Activity

5 minutes - Introduce Writing Activity

15 minutes – Writing Activity

\* Optional – Students who finish early can do the extra language activities. These can be used at any time students are finished work early during the day.

5 minutes – Get ready for recess

Recess

Period 2 - Math

15 minutes – Math game

5 minutes – Introduce math sheet

40 minutes – Math sheet

10 minutes – Take up math sheet

5 minutes – get ready for lunch

Lunch

Period 3 – Science

10 minutes – Attendance/ gross facts

10 minutes – Introduce science activity

40 min – Science sheet/experiment

10 min – Take up science sheet

5 minutes – Get ready for recess

Recess

Period 4 - Art

10 minutes – Introduce Art activity

50 minutes – Art activity – Draw a picture of their dream airplane.

15 minutes – Clean up classroom, get ready to go home

Home Time

**Junior Reproducible Pages and Answer Keys– Airplane Theme**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Junior Cloze Activity – Mr. Accident-Prone Teaches about Airplanes

Fill in the blanks using these words:

parachute, aerodynamics, drag, thrust, lift, weight, propeller, engine, wings, flaps, tail, elevator, prop plane, jet, glider

1. Mr. Accident-Prone was showing his students the \_\_\_\_\_\_\_\_\_\_\_\_ of an airplane at flight school in a flight simulator.
2. Mr. Accident-Prone told the students you needed the engine to over come the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or the force of air (or birds or people the plane hits) against the airplane.
3. He turned on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the plane but was standing too close and the simulator told him he would have got sucked in and died!
4. He tried again and turned on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ engine to get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to go forward, but he forgot to make sure the simulated crew was out of the way and he burned them to death.
5. On a smaller \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, he turned on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to get thrust and chopped up a simulated bird that was sitting there.
6. He used the \_\_\_\_\_\_\_\_\_\_\_\_\_ on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to change direction but he was to close to the ground, so he crashed.
7. He used the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to go up and down, down, down, to the ground and crashed.
8. Mr. Accident-Prone tried to show the students how to get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ using air currents to go higher when flying in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as there is no engine and no propellers.
9. Unfortunately, Mr. Accident-Prone carried too much \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in his stomach to get any lift!
10. Good thing there was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the simulation when Mr. Accident-Prone jumped out! He did forget to pull the cord though…

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Junior Language Activity

Word List: parachute, aerodynamics, drag, thrust, lift, weight, propeller, engine, wings, flaps, tail, elevator, prop plane, jet, glider

1. Put the words in alphabetical order. Use the back of the page if needed.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Match the words to the definitions.

|  |  |
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| a) parachute | i) an airplane with a propeller |
| b) aerodynamics | ii) makes the airplane go up and down |
| c) drag | iii) part of the airplane that converts gas to motion |
| d) thrust | iv) the way objects move through air |
| e) lift | v) an airplane without an engine |
| f) weight | vi) two long, flat parts of an airplane |
| g) propeller | vii) makes the airplane turn |
| h) engine | viii) how heavy something is |
| i) wings | ix) a very fast airplane |
| j) flaps | x) a device that slows a body falling through air |
| k) tail | xi) forward force produced by propellers or gas |
| l) elevator | xii) the back part of the plane that stabilizes it |
| m) prop plane | xiii) upward force |
| n) jet | xiv) a device with rotating blades |
| o) glider | xv) force of air against an airplane |

3. Use each word in a sentence on the back of this paper.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Junior Writing Activity

If you were a pilot what kind of airplane would you fly and why? Where would you go and why? What kind of tricks would you learn to do, and what kind of records would you try to break?

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Junior Language Extra Activities Word Search

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| D | U | G | P | A | N | Z | Y | L | I | A | T | P | A | D |
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| M | M | V | E | U | X | T | G | U | Q | F | O | R | G | I |
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| C | F | L | A | P | S | K | S | C | I | N | J | L | T | E |
| S | A | G | E | B | T | V | K | M | V | N | I | O | Y | H |
| E | W | Z | R | K | T | H | R | U | S | T | R | G | Z | A |
| V | G | L | I | D | E | R | S | T | R | F | P | B | N | M |
| Z | F | L | K | S | D | L | R | O | T | A | V | E | L | E |

Word List:

AERODYNAMICS

DRAG

ELEVATOR

ENGINE

FLAPS

GLIDER

JET

LIFT

PARACHUTE

PROPELLER

PROP PLANE

TAIL

THRUST

WEIGHT

WINGS

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Junior Language Extra Activities Cross Word

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Across

2. a device with rotating blades

4. how heavy something is

9. the way objects move through air

11. makes the airplane turn

13. forward force produced by propellers

Down

1. makes the airplane go up and down

2. an airplane with a propeller

3. a very fast airplane

4. two long, flat parts of an airplane

5. an airplane without an engine

6. the back part of the plane

7. force of air against an airplane

8. part of the airplane that converts gas to motion

10. slows a body falling through air

12. upward force

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Junior Math Activity

1. Multiply. Use counters if needed.

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| 1 |  | 4 |  | 5 |  | 8 |  | 7 |  | 2 |  | 3 |  | 6 |  | 9 |  | 4 |  |
| x3 |  | x2 |  | x3 |  | x1 |  | x2 |  | x6 |  | x3 |  | x1 |  | x1 |  | x4 |  |
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| 9 |  | 5 |  | 3 |  | 4 |  | 7 |  | 5 |  | 2 |  | 6 |  | 8 |  | 1 |  |
| x2 |  | x5 |  | x8 |  | x8 |  | x5 |  | x7 |  | x8 |  | x6 |  | x4 |  | x9 |  |

2. Use the first 100s chart to represent counting by 3’s. Use the 2nd 100s chart to represent counting by 9’s.

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |  | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |  | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |  | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |  | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |  | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |  | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |  | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |  | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |  | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |  |

3. Make a graph of your friend’s favourite foods.

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4. Multiply. Use counters if needed.

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| 10 |  | 14 |  | 52 |  | 80 |  | 71 |  | 21 |  | 33 |  | 96 |  | 99 |  | 42 |  |
| x3 |  | x2 |  | x3 |  | x1 |  | x2 |  | x6 |  | x3 |  | x1 |  | x1 |  | x4 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 90 |  | 51 |  | 31 |  | 42 |  | 70 |  | 51 |  | 20 |  | 62 |  | 82 |  | 11 |  |
| x2 |  | x5 |  | x8 |  | x8 |  | x5 |  | x7 |  | x8 |  | x6 |  | x4 |  | x9 |  |

5. Complete the patterns.

511, 521, 531, \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

1040, 1050, 1060, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

750, 740, 730, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

90, 94, 98, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

500, 600, 700, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_

6. Divide. Use counters if needed.

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| 12 |  | 4 |  | 15 |  | 8 |  | 16 |  | 12 |  | 3 |  | 6 |  | 9 |  | 4 |  |
| ÷3 |  | ÷2 |  | ÷3 |  | ÷1 |  | ÷2 |  | ÷6 |  | ÷3 |  | ÷2 |  | ÷1 |  | ÷4 |  |
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| 18 |  | 25 |  | 24 |  | 32 |  | 35 |  | 35 |  | 27 |  | 6 |  | 8 |  | 81 |  |
| ÷2 |  | ÷5 |  | ÷8 |  | ÷8 |  | ÷5 |  | ÷7 |  | ÷9 |  | ÷6 |  | ÷4 |  | ÷9 |  |

7. Mr. Accident-Prone has 8 packages of thumb tacks. Each package has 25 thumb tacks. How many thumb tacks does Mr. Accident-Prone have in all?

8. Mr. Accident-Prone had 24 thumb tacks. He wanted to use the same number of thumb tacks on each of his 3 bulletin boards. How many thumb tacks will he use on each board?

9. Mr. Accident-Prone has 4 packages of 8 band-aids. He needs to use 2 band-aids on each of his fingers and toes. Does he have enough band-aids?

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Junior Science Activity – Airplanes

Make a paper airplane. Throw it 3 times and measure and record how far it goes each time. Add a paperclip to front. Throw it 3 more times and measure and record how far it goes each time. Do one more alteration that you choose yourself. Measure and record how far you throw it. You can measure in footsteps if there are not enough metre sticks or rulers. Put the information into a graph. Make 2 different kinds of graphs. Find out 5 student’s farthest throw. Make this into a graph.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1st throw | 2nd throw | 3rd throw |
| 1st airplane |  |  |  |
| Airplane with paper clip |  |  |  |
| 3rd airplane |  |  |  |

5 students’ farthest throw \_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_