

# "Flight"



For further information contact

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## 2005-2006 IDEA CATALOG OF EXCELLENCE

### PROGRAM OVERVIEW

What is the reason for this module? What impact will it make on increasing technology and academic literacy for the participant?

This module was produced to help students to examine and understand the history of flight, techniques of flight, and people and things that fly. Students will be able to follow basic technology standards in mastery of different subject matter in the process of creating and completing the various activities. The activities will also be related to the curriculum in our reading textbook/stories.

### OVERALL VALUE – ISTE/NETS OBJECTIVES

#### TEACHER:

1. Technology Operations and concepts - Teachers demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students) (Taken from Website [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html))
2. Planning and designing learning experiences and environments-Teacher plans and designs effective

learning experiences and environments supported by technology.

3. Social, ethical legal, and human issues-apply technology resources to enable and empower learners with diverse abilities, characteristics and backgrounds.
4. Productivity and professional practice-Teachers use technology to enhance their professional and productivity practice.

#### STUDENT:

1. Social, ethical, legal, and human issues-Students develop positive attitudes toward technology uses that support lifelong learning, collaboration and productivity.
2. Students demonstrate a sound understanding of the nature and operation of technology systems. (Taken from Website <http://cnets.iste.org/students/>)
3. Students are proficient in the use of technology. (Taken from Website)<http://cnets.iste.org/students/>
4. Technology research tools-Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results.

### SUBJECTS COVERED

Reading, Technology

### GRADES

Second

### MATERIALS

- Computers
- internet
- email addresses
- disks
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Microsoft Outlook
- Microsoft Publisher
- scanner
- paper
- pencils
- crayons
- poster board
- glue
- newspaper
- Popsicle sticks
- bubble solution
- chicken wire
- rubrics needed for assessments of students performance and work.



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## SUNSHINE STATE STANDARDS

### READING - TECHNOLOGY

LA.B.2.1.3-The student uses basic computer skills for writing, such as basic word processing techniques.

LA.A.2.1.5.2.1-The student uses simple materials of the reference system to obtain information.

LA.A.1.1.4-The student will increase comprehension by rereading, retelling, and discussion.

LA.A.2.1.3.2.1- The student will read informational texts for specific purposes.

Demonstrates introductory knowledge, skills and understanding of concepts related to technology. (Described in the ISTE National Education Technology Standards for Students.

### MATH

MA.B1.1.2-Students use standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

MA.B.2.1.1-Students use direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).

MA.C.3.1.1-Students use real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, cylinders, and prisms, according to the number of faces, edges, bases, and corners.

### TECHNOLOGY

LA.B.2.1.3-The student uses basic computer skills for writing, such as basic word processing techniques.

LA.A.2.1.5-The student uses simple materials of the reference system to obtain information.

Demonstrates introductory knowledge, skills and understanding of concepts related to technology. (Described in the ISTE National Education Technology Standards for Students.

### HISTORY

SS.A.1.1.1-Students compare everyday life in different places and times and understand that people, places, and things change over time.

SS.A.1.1.2-Students understand that history tells the story of people and events of other times and places.

### SCIENCE

SC.H.1.1.1-Students know that in order to learn, it is important to observe the same things often and compare them.

SC.H.1.1.2-Students know that when tests are repeated under the same conditions, similar results are usually obtained.

SC.H.1.1.3-Students know that in doing science, it is often helpful to work with a team and to share findings with others.

SC.H.1.1.4-Students know that people use scientific processes including hypotheses, making inferences, recording and communicating data when exploring the natural world.

SC.B.2.1.1-Students recognize systems of matter and energy.

SC.A.2.1.1-Student recognizes that many things are made of smaller pieces, different amounts, and various shapes.

### LANGUAGE ARTS

LA.C.1.1.1-Students listen for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.

LA.A.1.1.4.2.1 Students will use strategies to comprehend text.

LA.A.1.1.1.2.1 Students will make and confirm predictions.

LA.C.3.1.1- Students speak clearly and

at a volume audible in large or small group settings.

LA.D.2.1.4-Students know the various types of mass media (including billboards, newspapers, radio, and television.)

LA.B.1.1.1-Students make a plan for writing that includes a central idea and related ideas.

LA.B.2.1.3-Students use basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting, accessing and using basic educational software for writing.

LA.B.1.1.3.2.6- Students will use strategies to “finish” writing.

## ACCOMMODATIONS

ESE/ESOL Students will have a peer helper, teacher aid help, one on one help from teacher. Assignments will be adapted as needed, and students will be allowed more time on tasks.

## DIRECTIONS/PROCEDURE

Anticipatory set (motivational activity) and details and procedures of the lesson: (daily specific plans for implementation)

### Day 1 Anticipatory Set:

Students will go on a field trip and attend the Sun N’ Fun Fly-In in Lakeland, Florida. After attending the air show the teacher will show a PowerPoint presentation covering items students will be doing during the unit. ( See Thank You note in Appendix.)

**Day 2** Introduce computer basics and student research activity that will be produced using Microsoft Word. Students will write a report on Microsoft Word about a pilot in history. Students will be assessed using a rubric for their typing skills used while typing their reports. Students will use the Internet

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Resource [www.google.com](http://www.google.com) to do their research project on their pilot.

**Day 3** Students will research a flying item using an Internet Resource, [www.google.com](http://www.google.com) to produce a PowerPoint presentation over a flying thing. Students will use basic word-processing techniques such as keying words, copying, cutting, and pasting.

**Day 4** Mrs. Anderson’s Flight Scavenger Hunt (Made using Web Resources: See attached file)

**Day 5** Bubble-ology

Students will draw a picture of a bubble they see while doing this activity that will later be scanned into the computer by the teacher for use in a display for a bulletin in the classroom. (See attached lesson that was found online at AskEric. <http://eric.syr.edu>)

**Day 6** Chinese Kites

See attached lesson that was found online at AskEric. <http://eric.syr.edu>

**Day 7** Estimating Distances (See Plane Instructions in Appendix) (See attached lesson that was found online at AskEric. <http://eric.syr.edu>)

**Day 8** Covers made for final copy of student research project on pilots in history. Students will use Microsoft Publisher to make their own covers to be used with their research project they made on Microsoft Word.

**Day 9** Students will type a letter on Microsoft word about their experiences during the flight unit. Students will use Microsoft outlook and attach their letters from Microsoft word to email their letters to the principal or assistant principal.

## ASSESSMENT

Prepare a rubric for assessment. See sites below for help. Print [rubistar.4teachers.org](http://rubistar.4teachers.org) [www.rubrics4me.com](http://www.rubrics4me.com) [http://teachnology.com/web\\_tools/rubrics/](http://teachnology.com/web_tools/rubrics/) (See attached copy)

## OUTCOMES OR PRODUCTS PRODUCED

Students show understanding of Microsoft word from Research papers produced using the methods given to the students by the teacher, on different pilots in book form, Power point presentation on a flying item using the methods given to the students by the teacher.

Chinese Kites

Drawn pictures of bubbles for bubble-ology, using the methods taught by the teacher, scanned into computer.

Paper airplanes from the estimating distance project.

Students show understanding of how to use Microsoft outlook to email letter to principal or assistant principal about their experiences doing the flight unit.

## CHECKLIST FOR PROJECT COMPLETION

- Completed Technology Certification Application (Can be found at [http://www.polk-fl.net/schooltech/Training/Teach\\_Cert/cert\\_app.asp](http://www.polk-fl.net/schooltech/Training/Teach_Cert/cert_app.asp))
- Completed Lesson Plan Template for Technology Certification Projects
- Submit a hard copy and an electronic copy on disk or CD

## TECHNOLOGY TRAINING MODULES USED

|  |  |   |
|--|--|---|
| TH0040 Windows XP Desktop (Review with students using LCD projector and laptop to project while modeling)                        | TH0092 Word XP Basic (Students will type up their own reports for their project over a pilot.)   | TH0060 Web Resources (Use of search engines such as <a href="http://www.google.com">www.google.com</a> , to find resource materials for projects.)                    |
| TH0141 Marco Polo/Intel (Teacher will receive various emails from Marco Polo/Intel about current events/information.)            | TH0097 Scanners (Teacher uses scanner when needed to scan in pictures into projects from pictures in resource books.)                                    | TH0054 PowerPoint (Student made power point presentations of information on pilots in history.)   |
| TH0095 Techno-folio (Teacher will use Rubric with this to grade the students for the unit.)                                      | TH0088 Copyright (Go over with students basic ethics of copy write rules in review of computers. Students will understand not to plagiarize their work.) | TH0047 Outlook 2000 (Teacher will use outlook to email lesson plans to Assistant Principal with attachment of lessons made in Excel XP)<br>TH0104 Project Development |
| TH0042 Troubleshooting (Teacher and students will use troubleshooting techniques when dealing with any problems that may exist.) | TH0080 Excel XP Basic (Teacher will use Excel to make lesson plans.)   | – TH0058 Microsoft Publisher Office XP (Students will use to make covers for final reports on a pilot of their choice.)   |



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## FLIGHT SCAVENGER

Day 1 Teacher brings in model airplane and pictures of different items that fly. Invite someone from Fantasy of Flight to visit the classroom to talk about flying.

Day 2 *Teachers' Scavenger Hunt*

### GO TO:

<http://www.time.com/time/time100/scientist/profile/wright.html>

### Answer the following questions:

1. What gift did Wilbur Wright and his younger brother, Orville, receive from their father that fascinated them with the idea of flight?
2. What business did the brothers run before getting involved with building airplanes?

### GO TO:

<http://www.fi.edu/flights/first/during.html>

### Answer the following questions:

3. Which brother was the first to fly?
4. What happened to their plane after they flew that day?

### GO TO:

<http://www.nasm.si.edu/galleries/gal100/wright1903.html>

### Answer the following questions:

5. In what position did the brothers fly their plane?

### GO TO:

<http://sln.fi.edu/flights/first/after.html>

### Answer the following questions:

6. Other than the Wright Brothers, how many people were present for the historic flight?
7. What were two reasons more people didn't turn out at Kitty Hawk that morning?
8. Who was the first person the brothers contacted after their success that day?

### GO TO:

<http://www.wright-brothers.org/History/History%20of%20Airplane/wannabees.htm>

### Answer the following questions:

9. The Wright Brothers never said they were the first to fly. Which Englishman might have tried it before they did?
10. What did the brother's claim about their flight?

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## Review of Basic Computer Skills: Pilot In History

Teacher Name: **Mrs. Anderson**

Student Name: \_\_\_\_\_

| CATEGORY  | 4 Always | 3 Most of the Time | 2 Some of the Time | 1 Seldom |
|---|----------|--------------------|--------------------|----------|
| Upper Body Posture:<br>Students Body is within hand span of keyboard.                 |          |                    |                    |          |
| Lower Body/Posture:<br>Students hips touch back of chair, feet are flat on the floor. |          |                    |                    |          |
| Hand/Finger Position: Student demonstrates correct hand position over home row.       |          |                    |                    |          |
| Palm Position:<br>Keeps palms off of desk and or keyboard.                            |          |                    |                    |          |
| Typing Rhythm:<br>Student maintains a steady timing rhythm.                           |          |                    |                    |          |
| Accuracy: Student's finished work is at an accuracy rate of 51% or better.            |          |                    |                    |          |
| Speed: Stuent maintains the average class typing pace of 5 words per minute.          |          |                    |                    |          |

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Name \_\_\_\_\_

Date: \_\_\_\_\_

Project Title: \_\_\_\_\_

Teacher Name: **Mrs. Anderson**

## Things that Fly Power Point Presentation

| Process                                   | Below Average | Satisfactory | Excellent |
|---|---------------|--------------|-----------|
| 1. Has clear vision of final product      | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| 2. Properly organized to complete project | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| 3. Managed time wisely                    | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| 4. Acquired needed knowledge base         | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| 5. Communicated efforts with teacher      | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| Product (Project)                         | Below Average | Satisfactory | Excellent |
| 1. Format                                 | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| 2. Mechanics of speaking / writing        | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| 3. Organization and structure             | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| 4. Creativity                             | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| 5. Demonstrates knowledge                 | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |
| 6. Other:                                 | 1, 2, 3       | 4, 5, 6      | 7, 8, 9   |

TOTAL Score: \_\_\_\_\_

Teacher(s) Comments: