The Boy and The Airplane by Mark Pett

STEM Read Idea Sparks and Mini Lessons

Idea Sparks

Collect images of airplanes and create a class collage.

Ask if any students have ever flown on an airplane. Encourage them to tell about their flight.

Invite a pilot to come speak to the class.

Find an aerial photograph of your community. Help students identify various features on the photograph.

Tell or write a response to: If I could fly anywhere I would fly to ________, because . . .

Mini Lessons

1. You Be the Author

Standards

<table>
<thead>
<tr>
<th>RI.1-2.1</th>
<th>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</th>
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</thead>
<tbody>
<tr>
<td>RL.1-2.7</td>
<td>Use illustrations and details in a story to describe its characters, setting, and plot.</td>
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<tr>
<td>W.1-2.3</td>
<td>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
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Materials

- Pencil
- Eraser
- Lined Paper
- The Boy and the Airplane by Matt Pett

Procedure

Read aloud the book The Boy and the Airplane by Mark Pett. Choose a few pages from the book and ask the students about what the boy is thinking and feeling on those pages.

- How is the author showing us these thoughts and feelings?
- How do you know what the boy is thinking from the picture?
The Boy and The Airplane by Mark Pett

- Is there another feeling that would match the picture?

Have the students write, either individually or in groups, their own version of The Boy and the Airplane in a written, rather than wordless, version. The students should emphasize the thoughts and feelings of the boy, not just retell the plot.

The students or groups will then read their versions of The Boy and the Airplane aloud to the class.

As a class, discuss:

- Did every group’s version of the story have the same thoughts or feelings?
- If some groups chose different feelings or thoughts, why were those choices made?
- Is there a “right” way to write this book using text?

2. Paper Airplane Contest

Standards

| K-2-ETS1-3 | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. |
| 2.MD.1 | Measure the length of an object by selecting and using appropriate tools such as ruler, yardsticks, meter sticks, and measuring tapes. |

Materials

- Measuring tools
- Paper and pencil
- Various paper airplanes in different shapes and sizes
- Masking tape

Procedure

Prior to the activity, fold several versions of more complex paper airplanes. Templates are available online.

https://www.foldnfly.com/0.html#The-Basic


Help students to fold one of the basic models. Be sure to have students put their names on their planes.

Label your airplanes A, B, C, etc.
Place masking tape on the floor for a starting line.

Have students stand at the line and throw an airplane. Help students to measure the distance the airplane flies. On the board or on chart paper, write the name or letter of the airplane and the distance each airplane flew.

Announce a winner of the contest.

3. Sequence of Events

Standards

<table>
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<tr>
<th>W.K.3</th>
<th>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</th>
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</thead>
<tbody>
<tr>
<td>W.1.3</td>
<td>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
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<tr>
<td>W.2.3</td>
<td>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feeling, use temporal words to signal event order, and provide a sense of closure.</td>
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Materials

- Drawing paper and crayons
- Writing paper and pencils
- *The Boy and the Airplane* by Matt Pett

Procedure

Review a portion of the book, *The Boy and the Airplane* by Matt Pett, by showing students two or three pages in the book. Ask them to tell what is happening in the story and the order in which it is occurring.

Have students think about and tell about the steps they go through in the morning to get ready for school.

Ask students to draw three or more pictures that depict the sequence of events that occur for them each morning as they get ready for school.

Have students write or dictate a sentence for each one of the pictures.

Place students in small groups to have them share their sequence of