



Teaching with Ways We Go

We Go on an Airplane

ELL Tips Encourage students to make Jot Lists. Keep the lists short, with quick ideas of things that they want to remember for later. Tell them not to worry about spelling and grammar. They can go back later and edit those details, making a polished product as necessary.

Standards CCCS: ELA-Literacy RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10



Lexile: 540

GRL: TBD

Take a Look! (Building Background)

- Start by showing a map of the world. Ask students where they have traveled.
- Discuss the farthest anyone has traveled.
- How did they get where they were going? By car? By bus? Train? Ship? Airplane?
- Choose a far-away destination and estimate how many various modes of travel it would take to cover that distance. For example, a trip of 1,000 miles would take about 20 hours if someone drove 50 miles per hour by car or bus.
- Discuss how, and why, an airplane is often the choice for longer trips.

Look Ahead! (Prereading)

- Write the words Pro and Con on the board. Explain what the words mean.
- Brainstorm the pros and cons of airplane travel versus car travel for a long trip.
- Be sure to include the fact that some people are afraid of air travel, in part because they are unfamiliar with that type of travel. Discuss how learning about the steps to take on this journey will help travelers feel more comfortable.
- Save the Pro and Con list for review after reading the book.
- Review the cover, title page, and the table of contents. Then share the book and pictures.

Look for Big Ideas! (During Reading)

Write the following assignment on the board to guide the reading. Explain that there are lots of things to remember on a trip. The students' job is to write down five of those big things.

- Write down a big thing to remember from each of these pages.

Page 6:

Page 8:

Page 10:

Page 12:

Page 14 or 16:

Look Back! (After Reading)

There are many workers who help passengers during their journey. Have students look back through the book and find workers that can help them. If preferred, use this page-by-page guide to make a list. This can also be done as a group activity.

- Write down what kind of worker helps you from each of these pages. Don't forget to read the sidebars! Look at the pictures for workers, too.

Page 6: (baggage handlers)

Page 8: (security workers)

Page 10: (baggage handlers, cleaners, and vehicle drivers)

Page 12: (gate agents)

Page 14: (pilot, co-pilot)

Page 16: (flight attendants)

Page 18: (pilot, co-pilot)

Look Around! (Rereading)

- Have students look at the pros and cons list again. What facts in the book helped them understand the process of flying better? What would they still like to learn about flying on a plane?
- What can students who have flown on trips add to the information in the book?
- Do they have any stories to tell? Have they had any funny experiences?

Word Work

Write the word *terminal* on the board. Explain that in this use, *terminal* means a station, or place, where passengers connect. It can also be used as an adjective, such as the terminal or end date. Students may also be familiar with the use of the term as a computer hardware device.

Vocabulary Building

Write the words *jetway* and *runway* on the board. Brainstorm other compound words that end in way. Others related to transportation include: *flyway*, *highway*, *freeway*, *expressway*, *passageway*, *motorway*, *railway*, *seaway*, *subway*, and *shipway*. There are many other words that end in way: *hallway*, *getaway*, *doorway*, *gateway*, *throwaway*, *breakaway*. Challenge students to bring in examples and categorize them by type.

Name _____

Fill My Backpack

Getting ready for an airplane trip takes planning.

Fill a backpack with things to take with you.

Plan to be on the plane for four hours. Plan carefully!

