

TEACHERS ACTIVITIES

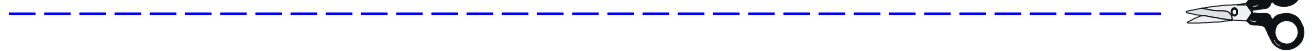


Theme:

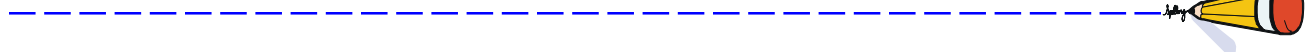
A wonderful adventure can cure any case of boredom.

Topics For Discussion:

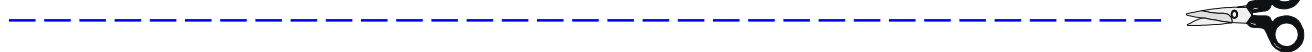
Before viewing the program, ask the students what it means to be "bored." When are some times that they are bored? What ideas do they have to keep from being bored?



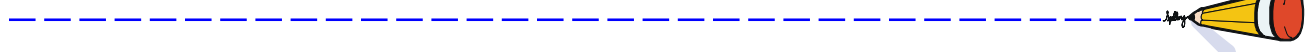
In the story, the two boys made an airplane that they flew only once. Why did their father make them take it apart and return all the parts to their original places?



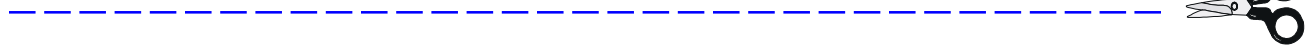
Ask the class to recall how the boys learned how to make an airplane. (They read the information in a book.) What other types of things can you learn to make by reading books? Enlist the aid of the media specialist in locating some "how-to" books. Allow students time to examine them and discuss the variety of topics in the books and notice how the information is presented.



Discuss which elements of the story could really happen and which are fantasy. Could two young boys really build an airplane that they could fly in? What types of airplanes might they actually be able to build?



LeVar's flight instructor had him help her with a pre-flight check. Discuss with students why such a check is necessary before people travel.



Invite students to share any experiences they have had traveling by air.

Curriculum Extension Activities:

Make a chart headed, "What can fly?" Divide it into two columns: "in nature" and "made by people." Brainstorm a list of things that can fly and write them in the appropriate categories.

Have students make an alphabet book of flight. As a class, decide on the words for each page, such as a—airport; b—baggage handler; c—cockpit; e—Amelia Earhart; f—flight attendant; g—gate; h—helicopter; j—jetway; l—Charles Lindbergh; p—pilot; r—runway; s—seatbelt; t—taxi; w—Wright Brothers; etc. Revisiting the program and books about flying will give students some ideas for words. Have them illustrate the pages and bind them into a book.



Make a timeline of the significant achievements in the history of flight. Include both people and important happenings on the timeline. Construct the timeline as you read stories about the people and events.



Assemble all sorts of recyclable materials (“junk”) and classroom items and have small groups of students create a flying machine. Possible items to use include: plastic margarine and yogurt containers, film canisters, cardboard rolls, lunch milk cartons, egg cartons, oatmeal and salt boxes, packing material, game pieces, pattern blocks, cloth scraps, string, foil, newspaper, nutcups, pencils, and the like. After they have had a chance to display and explain their creations, have them take their flying machines apart and put all the pieces back where they found them. Take pictures before the machines are dismantled to put in the classroom scrapbook.



Have students make paper airplanes. Locate a copy of *Planes and Other Flying Things* by Florence Temko (Millbrook Press) to use as a resource. It contains fairly simple directions for making all sorts of flying things from paper and includes tips for making them fly.



Contact a local aircraft school and invite an instructor to the classroom to talk to the students about learning to fly a small plane. If possible take a field trip to the aircraft school instead, so that they can see the cockpit and interior size of a small plane. Depending upon available facilities, a field trip to a small airstrip would enable students to compare the operations and air traffic of this type of site with those at a large airport.



Have the class survey all the students at their grade level about their favorite pastime activities, or what they do when they feel themselves getting bored. Make a pictograph of the survey results under the heading, “_____ Graders Fight Boredom!” (Photocopies of school pictures make good pictographs.)

Use *Bored—Nothing to Do!* along with other **Reading Rainbow** programs that have transportation themes. *Kate Shelley and the Midnight Express* (trains); *The Bicycle Man* (human-powered vehicles with wheels); *Tooth-Gnasher Superflash* (cars); *Mystery on the Docks* (boats); and *Keep the Lights Burning, Abbie* (boats) are excellent tie-ins with this program for a study of transportation. Use these programs to compare modes of transportation.

SUPPLEMENTARY BOOKLIST:

AIRPORT

by Byron Barton (Crowell)

FLIGHT

by Robert Burleigh, illus. by Mike Wimmer (Philomel)

FLYING

by Donald Crews (Greenwillow)

LINDBERGH

by Chris Demarest (Crown)

AIRPLANE RIDE

by Douglas Florian (Crowell)

FLYING

by Gail Gibbons (Holiday House)

AMAZING FLYING MACHINES

by Robin Kerrod, photos by Mike Dunning (Knopf)

UP IN THE AIR

by Myra Cohn Livingston, illus. by Leonard Everett Fisher (Holiday House)

FIRST FLIGHT: THE STORY OF TOM TATE AND THE WRIGHT BROTHERS
by George Shea, illus. by Don Bolognese (HarperCollins)

PLANE SONG

by Diane Siebert, illus. by Vincent Nasta (HarperCollins)

READING RAINBOW® EPISODE #64 BORED - NOTHING TO DO!

Reading Rainbow® and logos are registered trademarks of GPN / University of Nebraska-Lincoln and WNED-TV, Buffalo, NY. © 2001 GPN / WNED-TV.

Distributed by:



P.O. Box 80669
Lincoln, NE 68501-0669
Phone: 800-228-4630
Fax: 800-306-2330
Email: gpn@unl.edu
Web site: gpn.unl.edu