



National Headquarters, Civil Air Patrol

Aerospace Connections in Education (ACE) Program

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2010-2011 ACE Curriculum

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* The Earth squeeze balls provided by CAP to the kindergarten students are to be used with academic aerospace lesson #4, "Coming in for a Landing."

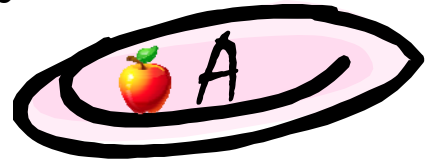


Civil Air Patrol's ACE Program

Alphabet Frisbees Kindergarten Academic Lesson #3

Topics: alphabet, motion (language arts, science)

Length of Lesson: 30 minutes

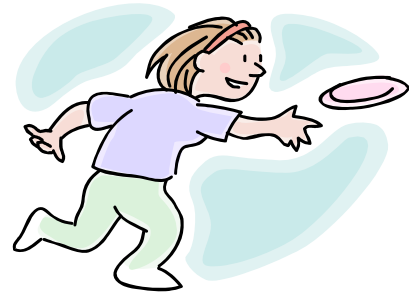


Objectives:

- Students will demonstrate and explain how a Frisbee flies.
- Students will demonstrate alphabetical order.
- Students will identify words that start with designated letters.

National Science Standards:

- Content Standard A: Science as Inquiry
- Content Standard B: Physical Science
 - Properties of objects and materials
 - Position and motion of objects
- Content Standard E: Science and Technology
 - Abilities of technological design



Background Information:

This is a kinesthetic way to teach the alphabet and reinforce alphabetic order. Students are also introduced to a very basic explanation of an object in flight. This is a fun activity to teach basic skills.

Materials:

- sturdy, paper plates with a white underside (one or more per student)
- crayons, markers, or paint
- Frisbee (optional)

Lesson Presentation:

1. Show students a paper plate (or an actual Frisbee), and demonstrate how to toss it to make it fly. Ask students what we call something that looks like a paper plate and flies. Confirm that we call it a Frisbee.
2. Throw the Frisbee or paper plate again and ask students what they notice as the Frisbee flies through the air. Confirm that the Frisbee spins as it flies. Explain that the reason the Frisbee spins is to keep it from flipping and flopping as it glides through the air. Demonstrate slowly to students how you initiate the spinning of the Frisbee by your wrist action when you throw it. Demonstrate what happens if you try to toss the Frisbee without having it spin. Demonstrate what happens if you try to toss it like a softball. Explain that Frisbees glide through the air because of their shape and because of the special way that air moves over and below the Frisbee. It spins to keep it stable, or balanced, as it flies through the air, as it does not have wings like a plane.

3. Ask students what letter "Frisbee" starts with. Confirm that it starts with the letter "f." Make a large "F" on the underside of a paper plate (the side on which you do not put food). Ask students what other words start with the letter "f." Draw some of the words on the paper plate. (For example, students might say fork, finger, flip-flop, flame, frame, freeze, face, farm, fin, flipper, fair, etc. Draw several of these items on the paper plate.)
4. Tell students that you would like their help to create alphabet paper plate Frisbees that they can play with in the classroom or outside.
5. Assign each student a letter of the alphabet to use to decorate their Frisbee (or have letters in a cup, and have students draw a letter out of a cup). The letter may be capitalized or lower case as desired by the teacher. If more than 25 students are in the class, assign separate capital and lower case letters to provide additional characters. If fewer than 25 students are in the class, assign some students more than one paper plate Frisbee to make. (Remember, the letter "F" Frisbee has already been made by you.)
6. Give each student a paper plate, and instruct them to do as you did. Make their assigned letter very big on their paper plate using their very best printing skills. Draw pictures of words that start with that letter.
7. Once students have finished, have the students stand on one side of the classroom or open space that allows the students to pass freely without running into furniture or other obstacles. Allow them to practice tossing their Frisbee to the other side of the room or open area. Provide students a "toss" signal and a "retrieve" signal to avoid anyone getting hit by a flying Frisbee. (If you are outside in an open area, consider allowing students to run to retrieve their Frisbee.)
8. Once everyone has gotten some practice tossing the paper plate Frisbee correctly, collect the Frisbees, arranging them in alphabetical order.
9. Arrange students in a line on one side of the room. Count out the correct number of Frisbees to use so that each child just has one Frisbee, and no letter is skipped in the alphabet. For example, if you have 15 students, use the Frisbees that have the letters A - O on them.
10. Tell the students that when you give them the signal, you want them all to toss their Frisbees, but wait for a second signal before retrieving any Frisbee of their choice and returning to the side of the room where they are currently standing.
11. Give the signal and have each student toss his/her paper plate like a Frisbee. Then, signal for students to pick up any plate (other than one they decorated) and return to the other side of the room.
12. Ask students to stand in a line facing you (or in a circle), holding their Frisbee underneath their chin so that you can see what letter they have.

13. Exclaim that the Frisbees are all out of alphabetical order! Ask students if they can arrange themselves so that the letters are in alphabetical order, from their right to left (your left to right). (You may wish for them to arrange themselves in a circle so they can easily see everyone's letters.)
14. While students stand holding their plate directly below their chin, confirm that the order is correct. The teacher or an assigned student may perform the check. Students could also "sound off" their letter moving down the line (or around the circle) from A to the last letter. Involve students in deciding how to correct any mistakes.
15. Repeat as desired to reinforce alphabetic order and allowing students to direct themselves in arranging themselves in alphabetical order. If there are fewer than 26 students in the class, consider using the last part of the alphabet rather than the first part. For example, if you have 15 students, use letters L- Z.
16. When finished, collect the alphabet Frisbees to use at a later time.

Summarization:

Ask students to explain why the Frisbee flies. Ask students what else they could do with the paper plate Frisbees. (get exercise by tossing and retrieving the Frisbees, practice tossing and catching the Frisbee with a partner, place numbers on the other side of the Frisbee to practice numerical order, see who can throw the Frisbee the farthest distance, etc.)

Character Connection: Tell students that in life, many things must happen in a certain order. For example, we learn the letters in the alphabet and the sounds of the letters before we start making words. We crawl before we walk, and we learn to walk before we can run. Sometimes, learning skills come easy to us, but sometimes, it is not so easy. Sometimes, we wish we could just skip learning something, and jump forward to something else. Tell students that we should never give up on learning something. If we keep practicing, we will get it, and then we can move on to something new. Encourage students to always do their best and to keep practicing and learning.

Assessment:

- Teacher observation of the students may provide quick clues about individual development both socially and academically that may help teachers better focus their classroom efforts.

Additional activity ideas to enrich and extend the primary lesson (optional):

- Provide additional plates for students to decorate any way they wish and take home.
- Time students to see how long it takes for them to arrange themselves correctly in alphabetical order.
- Write numbers on the other side of the plates and practice numerical order.
- Create enough plates with letters that can be used to spell kindergarten friendly words. Mix up the plates, distribute them to the students, have them toss the plates, and then try to group themselves in such a way that their arrangement of letters forms a word.
- Have a contest to see who can make their letter fly the farthest or closest to a target.



Civil Air Patrol's ACE Program

Rocketing into Shape Kindergarten Academic Lesson #7



Topic: shapes (math)

Lesson Reference: *3..2..1...Liftoff!* - An educational guide from NASA available at <http://www.nasa.gov/audience/foreducators/topnav/materials/listbytype/3-2-1.Liftoff.html>

Length of Lesson: 30 minutes

Objectives:

- Students will identify shapes.
- Student will construct a rocket using a given pattern.
- Students will practice listening and following specific directions.



National Math Standards:

- **Geometry**
 - Analyze characteristics and properties of 2- and 3-dimensional geometric shapes and develop mathematical arguments about geometric shapes.
 - Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
 - Apply transformations.
 - Use visualization, spatial reasoning and geometric modeling to solve problems.
- **Communication**
 - Organize and consolidate mathematical thinking through communication.
 - Communicate mathematical thinking coherently and clearly.
 - Use the language of mathematics to express mathematical ideas precisely.
- **Connections:**
 - Recognize and apply mathematical contexts outside of mathematics.

Background Information:

This lesson allows students to practice shape and pattern recognition by matching shapes to a pre-made rocket pattern.

Materials:

- picture, poster, or model of a rocket (a picture is included)
- construction paper (one piece per student)
- one tangram rocket per student (copy included)
- one set tangram pieces per student (copy included)

- crayons or markers
- scissors
- glue sticks or glue

NOTE: After making enough copies of the tangram sheet, if you anticipate a short time to conduct the lesson, you can cut the tangram pieces for the students and have the sets of pieces in bags to distribute to the students.

Lesson Presentation:

1. Show students a picture, poster, or model of a rocket. Ask students what they know about a rocket. (tall, skinny, loud, produce hot flame, can carry people or things to space) Tell students that the top, pointy part of the rocket is called the nosecone. The tiny triangles that can be seen on some rockets are not wings. They are called fins.

2. Teach student this song to the tune of "I'm a Little Teapot."

I'm a little rocket tall and thin. Here is my nosecone (point to top of head), here are my fins (hands on hips). When I get all fired up, launch begins. Watch me rise (stand on tip-toes) and see me grin." (jump and smile)

3. Show students the tangram rocket and demonstrate how to build a rocket out of the tangram pieces.
4. Distribute the tangram sheet to students.
5. Have students cut on the DOTTED line to separate the tangram rocket from the tangram pieces.
6. As a class, count the number of squares, the number of triangles, and the number of rectangles.
7. Ask students what shape or shapes they do not see. (circle, diamond)
8. (optional) Direct students to color each shape a different color. For example, all squares are red; all rectangles are blue; all triangles are green.
9. Distribute a piece of construction paper to each student, and have students cut out the tangram shapes.
10. Have students assemble the rocket on the construction paper, which should be placed next to the finished tangram rocket picture. (Consider encouraging students to try to build the rocket on their own first, only looking at the finished example when needed.)

11. Once students have the pieces in place, have students glue the pieces onto the finished rocket or their piece of construction paper. (If you have students glue the pieces onto the finished rocket tangram picture, you may choose to have them glue the pieces using a certain order. For example, you may instruct them to glue the triangles on first, the rectangles second, and the squares third.)

Summarization:

Tell students that today, they practiced recognizing shapes, and they used different shapes to make a rocket.

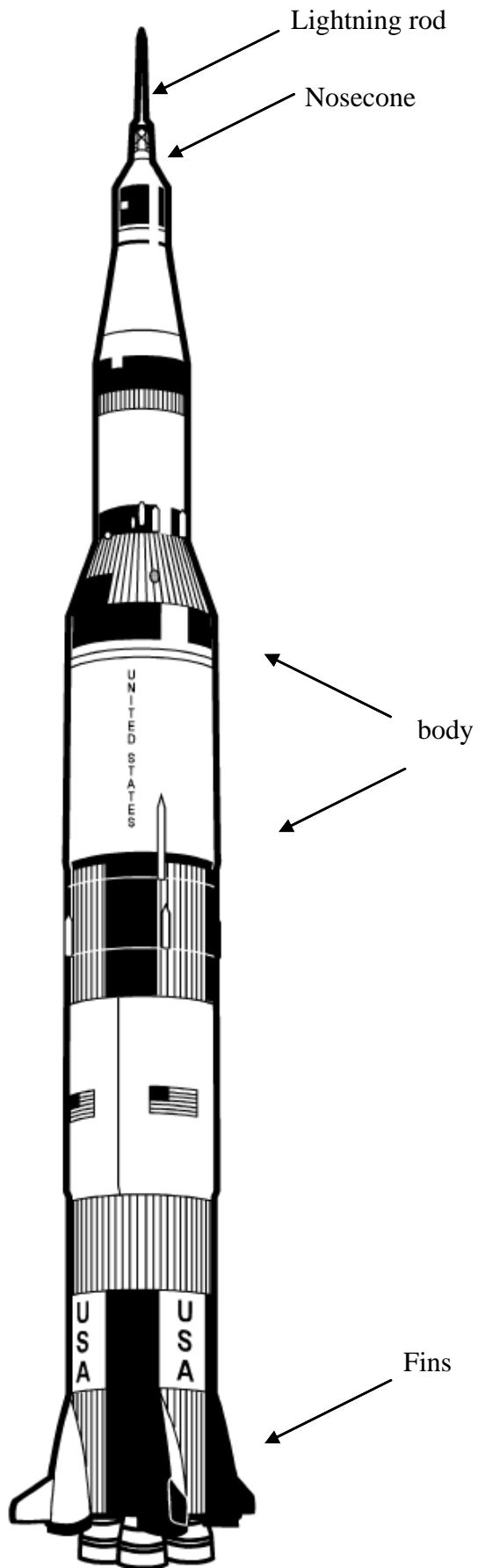
Character Connection: Explain to students that just like there are many different shapes, there are many different kinds of people, but when we all come together and work together, we can make beautiful things. Encourage students to work well with each other and thank them for following directions today in making their tangram rocket.

Assessment:

- Observe students as they color shapes and glue them on the paper.
- Ask students to point to specified shapes on the rocket. Evaluate.

Additional activity ideas to enrich and extend the lesson (optional):

- Repeat a similar process with a different rocket picture and set of shapes online. Go to http://www.nasa.gov/audience/forkids/kidsclub/flash/games/leveltwo/KC_Rocket_Builder.html
- Provide students with another set of tangram pieces to cut out. Allow them to experiment making other objects using some or all of the pieces.
- Cut large tangram shapes out of construction paper. Cut the same number and type of shapes as found on the tangram rocket. Laminate for future use. Make a die with the tangram shapes on it. Provide students with a copy of the tangram rocket to use as a guide. Students roll the die and choose a shape. Using the die to direct construction, they build a large tangram rocket on the floor. If students roll a shape that is not available, simply roll again. Keep rolling the die until all shapes are used and the rocket is complete. Compare the rocket on the floor to the rocket on the page. Ask student if the rockets look the same. Students may use tally marks to track the number of rolls it takes to complete the rocket. Count tally marks by 5's or 10's. Build the rocket several times and compare the number of rolls. Students can also track the number of times they rolled triangles, squares, or rectangles.
- For an alphabet lesson using rockets, go to http://www.nasa.gov/audience/foreducators/topnav/materials/listbytype/Rocket_Alphabet.html



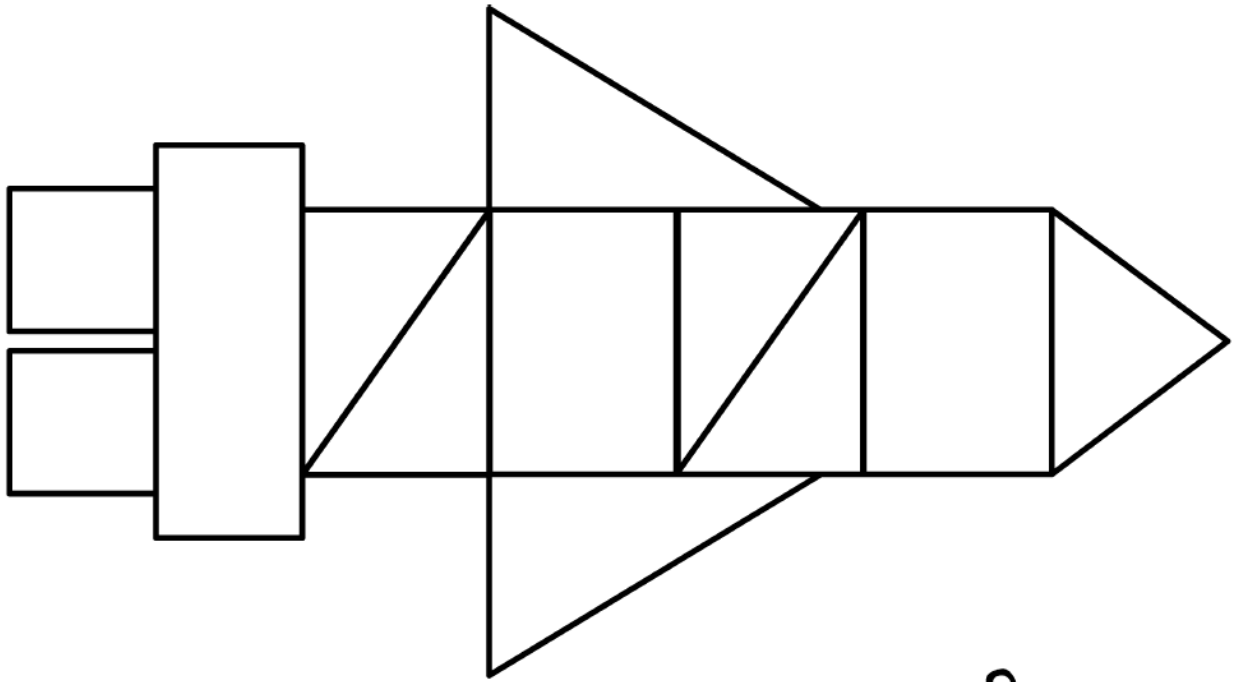


Figure 17. Tangram Rocket

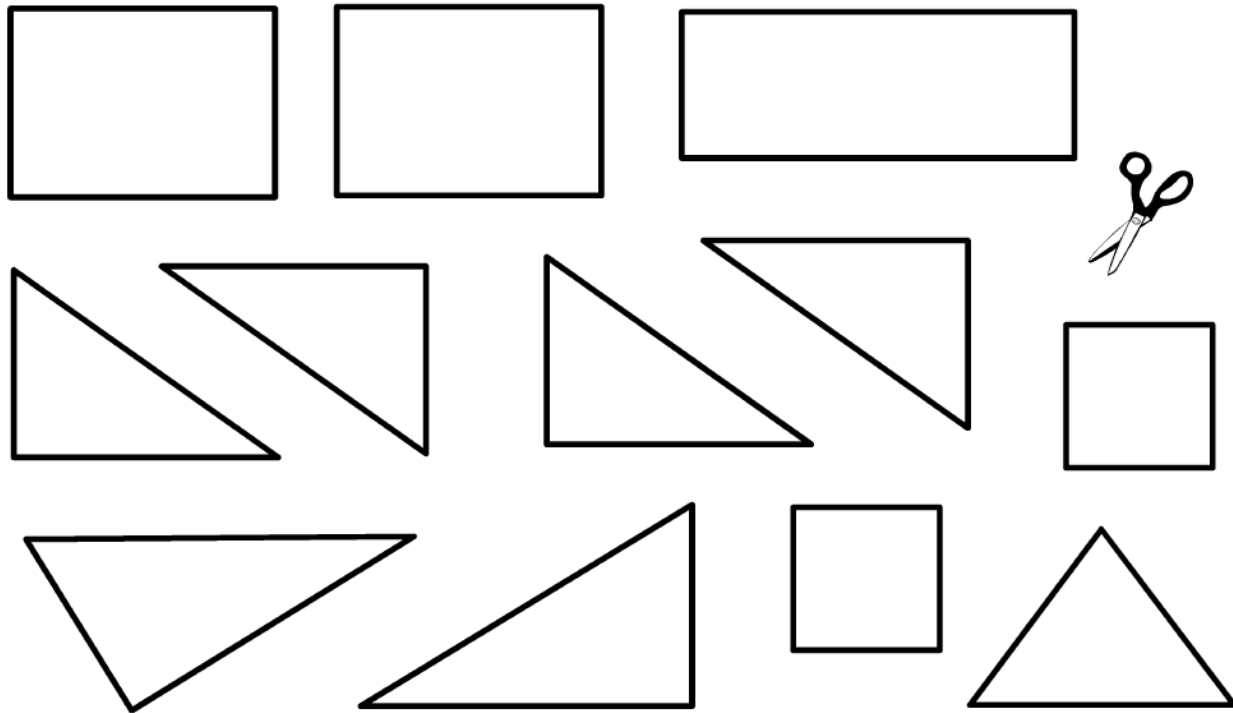


Figure 18. Tangram Pieces





Civil Air Patrol's ACE Program

Mission: Moon Rocks Kindergarten Character Lesson #1



Topics: sun, moon, teamwork, graphing (science, math)

Length of Lesson: 30-45 minutes

Objectives:

- Students will contribute to a team project.
- Students will complete a number graph.
- Students will identify properties of the sun and moon.



National Standards:

- National Character Education Project: Principles 1, 2, 3, 4, 6, 7, 9
- National Academies of Science: NS.K-4.3
- National Math Standard: NMS.K- 1

Background Information:

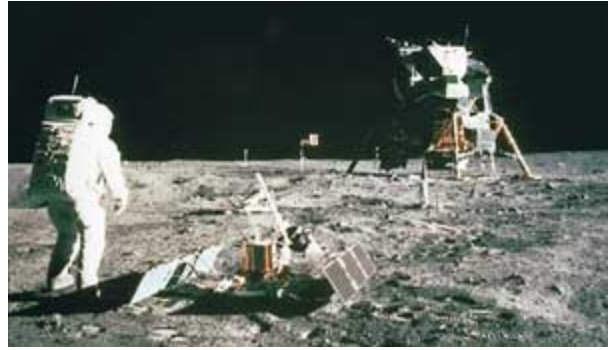
The International Space Station (ISS) is an example of a project wherein many nations, or countries, are contributing to an overall project for mankind to be able to live and work in space. Each "nation" or country is sharing supplies and people toward this project, so this is an "international" program. In this international program, everyone contributes to the project with the resources they have and, thus, everyone can reap the rewards of the successful project. It is the hope of the American nation that we live and work in peace with other nations on this earth so that we can all reap the rewards for a brighter future for the entire world.



Working as a part of the ISS team is a giant leap toward world peace becoming a reality. Each team member has an assigned part to give or share from their nation's resources. This portion is called their "contribution" to the project. Each nation's contribution has to be exactly the right amount to make the project successful. If too much or too little is contributed, the project may fail. For example, if there is too much or too little weight, the structure may not work correctly. Thus, all nations have to work as a team and organize their contributions to best fit the overall project. They have to have the right ingredients to make the project work.



As mankind travels back to the moon, new space stations will be built there. Further exploration of the moon will include gathering samples from the land of the moon, such as moon rocks, to study the history of the moon. All nations will need to continue to work together to find out the mysteries hidden on the moon's surface to determine if mankind can live and work on the moon.



The following lesson will demonstrate the importance of contributing the right ingredients to make a delicious recipe called Moon Rocks. Each person will contribute materials or effort to make the recipe a tasty treat for everyone. Additionally, during this lesson, students will have the opportunity to practice counting and organizing information to ensure that the recipe is a success.

Materials:

- suggested "Moon Rocks" Recipe (like trail mix):
 - o bag of chocolate chips
 - o can or jar of peanuts
 - o bag mini pretzels
 - o bag of M&M's
 - o bag mini marshmallows
- 1 small paper drinking cup per student
- large bowl
- mixing spoon
- 1 paper plate per student

NOTE:

Either send the parent letter at the end of this lesson home to parents to solicit contributions of items for the recipe or gather ingredients for the lesson yourself. Request that parents send items the day before the lesson so that you can gather any ingredients that are not brought in by the students prior to the lesson. Consider making "Moon Rock Cookies" for students to eat also (or incorporate it into the lesson). (See "enrichment/extension" section.)

Lesson Presentation:

1. Display pictures of the sun and moon. Discuss with the students how the sun provides light and warmth and the light of the moon helps people to find their way when traveling. Before there were maps or navigational Global Positioning Systems (GPSs), people used the sun, moon and stars to know direction of travel. Looking at the moon at night also sparks our imagination. What is out there? Could we live there? To find out more about the moon, the space program continues to make efforts to travel there and explore the land of the moon.

2. Discuss how the sun and moon work together as a team to share light with us. The moon acts like a "mirror" and shines the sun's light to us here on Earth. Ask the students what good things come from the sharing of the sun and moon's gift of light for us on Earth.
3. Make a connection with the students about what good each of them can do when they work as a team member to share their special gifts with others. Guide a discussion on what they can share with others (smiles, kindness, food, singing, helping others do something, etc.).
4. Tell students that they will be mixing materials to make a special recipe called Moon Rocks. If all students could not bring some items to school to share for the recipe, explain that they can each measure and help mix the ingredients to make the Moon Rocks.
5. Ensure all hands are clean prior to starting.
6. Each student and the teacher should be given a small paper drinking cup and a paper plate. The teacher will begin the process of measuring and mixing the ingredients into the big bowl by using his/her paper drinking cup to select one ingredient to put in the cup and add to the bowl. Then, allow each student to come to the ingredient table and fill his/her cup with one of the ingredients and pour this into the big bowl and use the spoon to mix the ingredients together. When each student has had a turn to contribute to the bowl and mix the ingredients, add any remaining ingredients into the bowl and mix to create the Moon Rocks.
7. When all ingredients are mixed in the bowl, let each student come and get one drinking cup of Moon Rocks. When at their desk, they should pour their moon rocks on their paper plate for investigation.
8. Prior to eating the Moon Rocks, the teacher should lead a discussion with the children to look at, touch, and smell their Moon Rocks and describe the texture, appearance, color and smell of the materials much as a scientist would do after collecting samples of rocks from the moon.
9. Have students then each count the number of each ingredient and complete their Moon Rock Graph.
10. After the scientific descriptions and sample counts are made, allow the students to eat their moon rocks and enjoy their group effort.

Summarization:

Discuss how everyone contributed in some way to make the Moon Rocks and the benefits of everyone contributing to the common goal to make things work well. (Everyone in the class shared either some ingredients for the Moon Rocks recipe or they shared their efforts to help measure and mix the ingredients to make the recipe a success.) This sharing and giving effort of the entire class resulted in a delicious treat for all to enjoy.

Without the team spirit of each person, the results would not have been as good. Thus, when everyone works together as a team, the end result is usually a success.

Assessment:

The teacher will observe the students' participation in the class discussion of identifying and describing the texture and surface of the moon and in counting their ingredients. The students' graph can be used to measure understanding of counting and graphing items.



Additional activity ideas to enrich and extend the primary lesson (optional):

- Make "Moon Rock Cookies" for the students to eat.
No baking required! ☺ Measure the following ingredients into a big, big bowl:
 - $\frac{1}{2}$ cup wheat germ
 - $1\frac{1}{2}$ cups peanut butter
 - $1\frac{1}{2}$ cups honey
 - 3 cups dried milk
 - $\frac{3}{4}$ cup graham cracker crumbs
 - (other items you wish such as chocolate chips, peanuts, etc.)

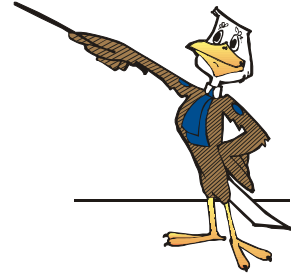
Mix everything together first with a wooden spoon. Now use your hands to shape the dough into small round balls (or moon rocks). If you wet your hands, it will be easier to work with the dough. You may wish to roll each moon rock in powdered sugar. They are ready to eat! If there are any left over, keep them in a covered bowl in the refrigerator. Makes about 5 dozen moon rocks!

- Read *On the Moon* by Anna Milbourne and Benji Davies.
- Show and/or draw pictures of different phases of the moon and discuss.
- Let students use bite-sized chocolate, white cream-filled cookies to illustrate the phases of the moon. They should take the cookies apart and scrape the cream to show the phases of the moon. They can draw the Earth in the center of a paper plate and arrange the cookies around the earth on the plate's perimeter. (See example on page 92.) For information about the moon and the phases of the moon, go to http://www.moonconnection.com/moon_phases.phtml.

Associated Literature:

- Milbourne, Anna and Davies, Benji. *On the Moon*. 2004. ISBN- 10:0794506178
- Berenstain, Jan and Berenstain, Stan. *The Berenstain Bears on the Moon*. ISBN-10:039471804

MISSION: MOON ROCKS



Date _____

Dear Parents of Student: _____,

As a part of our Civil Air Patrol Aerospace Connections in Education (ACE) Program, our class will soon have a special lesson about teamwork, as relates to the International Space Station and exploration of the moon. As a part of that lesson, we will be making a special recipe called "Moon Rocks." As your child's teacher, I would like to give each student a chance to practice sharing and giving to complete a class (team) "mission" by bringing a small item to contribute to the "mission".

If possible, it would be helpful if your child could bring the following item:

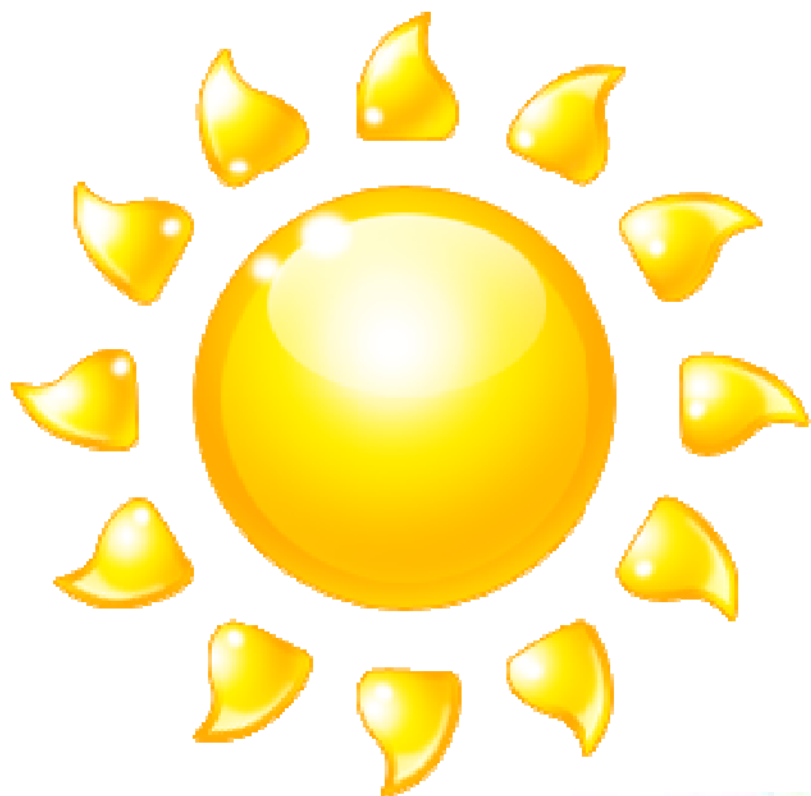
Please send the above item on _____.

NOTE: If you are unable to send this item, please let me know by returning a note on this letter tomorrow so that I can make alternate plans.

It is understandable if you are unable to do so. Your child will not be made to feel bad and will still be able to participate as a mission team member in another manner.

Thank you so much for your help!

Sincerely,



What are the characteristics of the sun?
What does it do?








What are the characteristics of the moon and stars?
What do they do?

MOON ROCKS GRAPH



Student Name _____

Count each item. Color the number of boxes to match the number of items above each matching picture to make your graph. Use the color for each item to color your graph. Share this with the class. Your teacher will make a class graph.

10 or more					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Color	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">RED</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">BLUE</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">GREEN</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">ORANGE</div>	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">BROWN</div>

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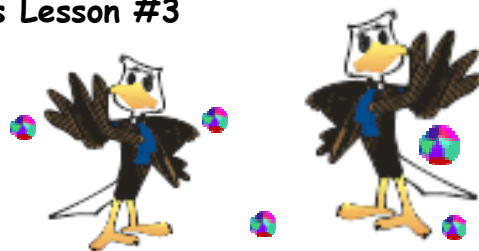
Soaring Skills Kindergarten Physical Fitness Lesson #3

Topics: coordination, balance

Length of Lesson: 30 minutes

Objectives:

- Students will develop their hand-eye coordination and balance.
- Students will work on correct posture.



National Physical Education Standards:

- Standard 1: Demonstrates competency in motor skills and movement patterns.
- Standard 2: Understands movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Background Information:

Physical fitness results in better coordination of muscles, and an increase in strength, flexibility, and stamina. Improvements in these areas help athletic performance and also help reduce the risk of injury. Strong, limber muscles are less susceptible to strain and sprain. Balancing activities will improve posture. Poor posture is a major cause of injury, and often leads to big problems later in life. Exercising in proper form promotes better posture, as well as the strengthening and stretching of muscles that help you stand.

Materials:

- 3 buckets (large coffee cans work well)
- 20 or more bean-bags (or may use foam balls, ping pong balls or whiffle balls)
- 3 spot markers or orange cones
- a whistle

Lesson Presentation:

1. Warm up with repetitions of jumping jacks, windmills (alternating hand to toe touches), and hopping.
2. Explain to students that they will be participating in pilot and astronaut training today. Tell them that pilots and astronauts must have great balancing skills, must be able to have their hands and eyes work well together, and must be able to land

on a target. Tell them that they will be moving in a path and performing different activities to work on these skills.

3. Divide students into 3 groups. The first group will toss and catch the bean-bags (or balls) with partners. Each pair has a bean-bag they toss to each other while standing 3–4 feet apart. Explain to students that pilots and astronauts must be able to have their hands and eyes work well together (hand-eye coordination).
4. The second group will form a line and attempt to toss a bean-bag (or ping pong ball) in a bucket from about 2-3 feet. After 3 tries they go to the end of the line. This will help them practice aiming and getting an object to go where they intend.
5. The third group will balance a bean-bag (or book) on their heads while walking down to a cone, turning around and coming back. Tell them that balance is important. An airplane needs to stay balanced in the air in order for it to fly well, and a pilot has the responsibility of keeping his or her plane balanced.
6. After about 5 minutes, blow a whistle and move each group to the next station until all three groups have attended all three stations.

Summarization:

This activity improves hand-eye coordination and balance. Students feel an accomplishment when they catch the bean-bag or toss it into the bucket. Ask the students: "Did you enjoy the activities? Was it hard getting the object in the bucket? Which was easiest: trying to throw an object into a bucket or balancing a bean-bag/book on your head?" Ask students what they did if they didn't get the object in the bucket, or if they dropped their object in the other activities. Tell them that pilots and astronauts practice in simulators for a long time, learning how to improve their flight skills. Encourage students to always keep trying to reach their goals. Don't give up! With practice come improvements!

Assessment:

- teacher observation of the students participating in the beanbag circuit

Additional activity ideas to enrich and extend the primary lesson (optional):

- Activity-"Free To Be"
Materials: cassette tape and tape or CD player and CD
Description: Have the children find a space of their own, called "self-space". Once they have found their self-space, have them begin to travel around "general space" by walking when the music begins. When the music changes beat, they are to change the method of travel such as leaping, skipping, hopping, galloping, tossing and throwing the bean-bags, etc. Classical music has been used successfully for this activity, but any music that provides changes of beat may be used (as long as it is approved and appropriate for your school). Students could complete the "Look What I Can Do" worksheet (included in this lesson plan) about self-space and return it to school.
- The students could complete the "It's a Balancing Act" worksheet (included in this lesson plan) about balance at home and return it to school.

"It's a Balancing Act"

Date: _____

Dear Mom and Dad,

During our Ace Program Physical Fitness class we have been learning to balance. Please make sure that I can do the following things when I practice at home.



1. I can balance on one foot at a time. _____
 2. I can balance a small object on my head and walk across the room. _____
 3. I can balance as I walk across a line on the floor. _____
 4. (Student can make up one.) I can balance as I... _____
-

If I can show you that I can do these things, please check each one and sign your name so that I can return this to school on the next school day. Doing these activities and returning this letter is showing that I am trying to be coordinated in my movement and responsible in my actions. Any questions or comments may be written on the back.

LOVE,
"ME" 😊 → _____

Sign _____
[Parent's name]

[Date]