Johnny’s Airport Adventure:
An Aeronautics-Based Storyboard and Role-Play Activity
Johnny’s Airport Adventure:
An Aeronautics-Based Storyboard and Role-Play Activity

National Aeronautics and Space Administration

NASA Glenn Research Center
Cleveland, Ohio

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#### National Mathematics Standards

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Johnny’s Airport Adventure Project Description

Johnny’s Airport Adventure was developed by the Ultra-Efficient Engine Technology (UEET) Program at NASA Glenn Research Center in Cleveland, Ohio, to promote an interest in airplanes and air transportation in the young student. This educator guide consists of seven activities including a storyboard and role-play activity. The storyboard focuses on introducing K–4 students to airport and aircraft terminology including the identification of various engine types. The accompanying role-play story of Johnny’s Airport Adventure takes children on a pretend trip to the airport and then on an airplane from Cleveland to San Diego, California. Complete with cutout characters, labels, and aircraft, Johnny’s Airport Adventure Educator’s Guide also includes worksheets and a list of suggested props to use with the role-playing activity.

The UEET project is NASA’s turbine engine technology program dedicated to continuing the long-standing leadership role played by NASA in developing and transferring technologies required by U.S. manufacturers. The technologies being developed will enable U.S. companies to design future generations of commercial gas turbine engines that will be leaders in the world aerospace marketplace. The future engines that benefit from these technologies will be cleaner burning and more fuel efficient than current aircraft engines.
Build a Storyboard

Teacher Instructions
The artwork in this package contains pictures of an airport, the inside of an airport terminal, and a NASA airplane hangar. The pictures have been sized to fit the dimensions of a standard science fair project board. Also included is a complete set of airport labels and pictures of various aircraft and engines to be laminated and cut out. The instructions below describe how to build the freestanding storyboard with moveable labels and aircraft.

Materials
For the storyboard
• Freestanding 36- by 48-in. science fair project board (available at most office or school supply stores)
• Airport scene poster (included)
• Scissors
• Spray adhesive or glue
• Clear contact paper (optional)

For the labels and cutouts
• Airport labels and cutouts (included)
• Scissors
• Tape or sticky tack
• Laminating machine or clear contact paper (optional)
**Supplies Needed**

- Spray adhesive
- Scissors
- Laminating machine (optional)
- Tape
- Glue
- 36- by 48-in. project board
- Contact paper (optional)
**Storyboard Assembly**
1. Unfold poster illustrating the airport, terminal, and hangar. Cut along horizontal dotted line to separate cutouts and labels from poster.

2. Glue poster to open 36- by 48-in. project board.

3. Place clear contact paper over poster and board (optional but recommended).
4. From cutout section, cut along dotted lines separating it into four 8.5- by 11-in. sheets for the option of laminating them. Next, cut along dotted lines separating the various airport items.

5. Using tape or sticky tack, attach the cutouts to the bottom of the poster board for storage.
Role-Play

Objectives
The students will
1. Listen as the teacher reads “Johnny’s Airport Adventure”
2. Act out their own version of “Johnny’s Airport Adventure”

Standards
Systems, order, and organization
Understandings about science and technology
Form and function
Personal health

Description
Johnny’s Airport Adventure role-play activity has been designed by NASA’s Ultra-Efficient Engine Technology Office to familiarize students with basic airport terminology. Due to the ongoing changes in airport security, the educator may also choose to use this activity as an opportunity to promote the overall positive and exciting experience associated with commercial air travel to young children.

The make-believe story, “Johnny’s Airport Adventure,” focuses on a young boy and his family as he journeys to the airport for his first airplane ride. Using the role-play activity, students can act out Johnny’s adventure in the classroom as well as address any concerns they may have about flying.

Time Requirements
10 minutes to read story to students
20 minutes to act out story

Materials
Copy of “Johnny’s Airport Adventure” story (page 9)
Props—See “Suggested List of Props” (page 7)

Procedure
1. Read aloud the story of Johnny’s airport adventure.
2. Explain to the students that they are now going to do their own play about Johnny’s airport adventure.
3. Arrange five or more chairs to model the inside of an airplane (i.e., one for the pilot and two rows of three for passengers).
4. Decide on a location in the room to be the airport terminal and ticket counter.
5. Select students to play the role of Johnny, his mom, dad, flight attendant(s), pilot(s), grandma, and grandpa (additional roles may include baggage handlers, security guards, air traffic controllers, and other passengers).

6. Hand out props to the corresponding young actors/actresses (i.e., give a tie to Johnny’s dad).

7. Choose a student to be the narrator or select an adult if the students are nonreaders.

8. Narrate the story one scene at a time allowing the actors/actresses to re-create the scenes. Encourage students to ad lib their parts.

**Background Information**

The story “Johnny’s Airport Adventure” is also available in illustrated form on the UEET Web site http://www.ueet.nasa.gov/StudentSite/

**FAQ’s**

Where can I get replacements for the pilot and flight attendant’s badges as well as the pilot’s wings that were included in the kit?

Visit the “UEET Kid’s site” at http://www.ueet.nasa.gov/StudentSite/

**Assessment**

Students should use their own imaginations and enthusiasm to re-create Johnny’s Airport Adventure using the correct airport terms introduced in the story.

**Suggested List of Props**

**Airport Terminal and Plane**

- Chairs—five or more arranged to resemble the inside of an airplane
- Desk—to be used as a ticket counter and baggage area

**Johnny**

- Backpack or small suitcase (also can be used to store props and materials)
- Deck of playing cards
- Stuffed animal to be Johnny’s pet dog Bandit

**Dad**

- Airline tickets (included)
- Tie

**Mom**

- Costume jewelry
- Small purse

**Grandma**

- Eyeglasses
- Costume jewelry
- Straw hat
Grandpa
   Tie
   Hat
Pilot, co-pilot, flight attendants, baggage handlers, and ticket agents
   ID tags (included)
   Airplane wings (included)
Johnny’s Airport Adventure
(A role-playing activity for students in grades K–4)

Before starting:
1. Choose volunteers to be Johnny, mom, dad, pilot, flight attendant, grandma, and grandpa.
2. Hand out props as follows: dad = tie and tickets, mom = purse and necklace, flight attendant = namebadge, pilot = namebadge and sticker wings, grandma = glasses, Johnny = playing cards and backpack.
3. Arrange about four to six chairs to represent the inside of an airplane. Do not forget a chair for the pilot in the cockpit!
4. Set up a map of the United States.

Scene 1
Johnny and his parents are getting ready to take a trip on an airplane to sunny San Diego, California. Johnny’s grandparents live there and he can’t wait to see them. His dog Bandit is coming too. This will be Johnny and Bandit’s first airplane ride and they are very excited. Johnny looks with Bandit to find California on a map of the United States. It is very far away from their home in Cleveland, Ohio.

Scene 2
“Time to go,” says Mom. Johnny helps Bandit into his crate. He makes sure he has plenty of food and water for the long trip. Dad carries Bandit to the car and puts him on the seat next to Johnny for the ride to the airport.

Scene 3
They arrive at the airport terminal and check their baggage inside and receive their boarding passes. The airline workers will make sure each of their suitcases is placed on the plane flying to San Diego, California. “But what about Bandit?” cries Johnny, “Why can’t he ride next to me in the airplane?” The baggage handler tells Johnny, “Bandit is not allowed in the plane with the passengers. He gets to ride in a special place in the bottom of the plane with all the other animals. We will take good care of him. Don’t worry!” He pats Johnny on the back.

Scene 4
Johnny and his parents walk through the large metal detectors for security. There are many people there. “This terminal is a very busy place,” says Johnny as he holds tightly onto his mother’s hand. Dad looks for a place to sit and relax while waiting to board the airplane. Johnny runs to the seats by the window to see if he can spot Bandit’s crate being loaded onto the airplane.

Scene 5
Soon the flight attendant announces, “We will now begin boarding flight 326 to San Diego.” Johnny picks up his backpack and lines up to get on the airplane. The pilot meets Johnny as he walks onto the plane. He gives Johnny a pilot’s wing sticker and lets him peek into the cockpit. “Can I have another sticker for my dog?” asks Johnny. “He is riding on the plane too.”
Scene 6
Inside the plane, Johnny and his parents find their seats. They watch the flight attendant demonstrate how to buckle their seat belts. Johnny sits by the window so he can see the beautiful view from the airplane. He can see the workers on the tarmac as they load baggage onto the plane. Johnny’s dad points out the airplane’s wing and engine. “Where is Bandit, Dad?” asks Johnny, I don’t see him.” “Don’t worry, Johnny! I am sure he is just fine and already on the plane,” replies Dad. “But I don’t see his crate. What if they forgot to put him on the plane?” cries Johnny. Dad explains to Johnny that there are tags on the crate that show the workers where Bandit is going. He reassures him that Bandit is probably already on the plane.

Scene 7
VROOM! The plane starts its engines and begins moving down the taxiway toward the runway to take off. Johnny says, “This is fun.” Suddenly, as the plane climbs up into the sky he begins to feel pressure in his ears. Johnny’s mom gives him some gum to chew. This helps his ear to “pop” and feel better.

Scene 8
Johnny watches out the window as the buildings and cars keep getting smaller and smaller. He can see the NASA sign on the hangar below. “Look, Dad, there is the NASA hangar!” yells Johnny. “Do you remember what NASA stands for?” asks his dad. “NASA is the name of the National Aeronautics and Space Administration. That is where Mom works to improve airplane engines.” says Dad. The flight attendant begins to serve snacks and drinks to the passengers. Johnny pulls down his tray from the back of the seat in front of him to get ready for his snack.

Scene 9
After the snack, the pilot announces over the loud speaker that the flight will take about 4 hours. He still can’t stop thinking about Bandit. He wonders if he is eating his food too. Johnny decides to play cards with his dad to pass the time.

Scene 10
Soon the pilot announces that they are flying over San Diego. He lowers the plane’s landing gear. Johnny can see the city below from his window seat. After landing, his dad points out the tall control tower by the terminal. “What is that?” asks Johnny. “That is where the air traffic controllers talk to the pilots and give them instructions,” replies Dad.

Scene 11
As they walk off the plane, Johnny sees his grandma and grandpa waiting for him in the terminal. He runs to give them a great big hug. They ask him about his airport adventure. “I had so much fun,” says Johnny, “But where is Bandit?” “I’ll bet he is waiting for us downstairs in the terminal,” explains Grandpa, “Let’s go pick him up!”
Scene 12
Johnny and his family walk to the baggage area and pick up their luggage. There is no sign of Bandit. Johnny is worried. “Where is he?” cries Johnny.

Scene 13
“Woof, Woof.” All of a sudden Johnny can hear a dog barking. “It’s Bandit!” yells Johnny as he turns around and finds the baggage handler carrying a crate. Johnny gives Bandit the biggest hug ever.
Actividad 1

Las Aventuras de Johnny en el Aeropuerto
(Uma actividad de juego de roles para estudiantes entre los grados K-4)

Antes de Comenzar:
1. Elegir voluntarios para ser Johnny, Mamá, Papá, piloto, asistente de vuelo, abuela y abuelo.
2. Accesorios para repartir como sigue: Papá = corbata y boletos, Mamá = cartera y collar, asistente de vuelo = distintivo con el nombre, Piloto = distintivo con el nombre y pegatina con alas, abuela = anteojos, Johnny = cartas de juego y mochila.
3. Organizar entre 4 a 6 sillas para representar el interior de un avión. ¡No olvidar una silla para el piloto en la cabina!
4. Mostrar y colgar un mapa de los EE.UU.

Escena 1

Escena 2
“Hora de irse”, dice la mamá. Johnny ayuda a Bandido a entrar a su jaula. Él se asegura que para el largo viaje el perrito tenga suficiente comida y agua. Para viajar al aeropuerto, el papá lleva a Bandido al auto y lo coloca en el asiento al lado de Johnny.

Escena 3
Llegan al terminal aéreo y revisan adentro su equipaje y reciben las tarjetas de embarque. Los empleados de la aerolínea se asegurarán que cada una de sus maletas se encuentre en el avión que vuela rumbo a San Diego en California.
“¿Pero qué sucede con Bandido?”, “¿Por qué no puede viajar junto a mí en el avión?” dice Johnny llorando.
El despachador de equipaje le dice a Johnny: “no está permitido llevar a Bandido en el avión junto a los pasajeros y por eso tiene que viajar en un lugar especial en el fondo del avión con todos los otros animalitos. Nosotros vamos a cuidar muy bien de él. ¡No te preocupes!” Le dice finalmente a Johnny, dándole una palmadita en su espalda.

Escena 4
Johnny y sus papás caminan por seguridad, a través de un gran detector de metales. Hay mucha gente allí. “Este terminal está muy lleno”, dice Johnny mientras aprieta bien la mano de su mamá. El papá busca un lugar para sentarse y descansar mientras espera abordar el avión. Johnny corre hacia los asientos cerca de la ventana para ver si puede reconocer la jaula de Bandido cuando es cargado en el avión.
Actividad 1

Escena 5
Pronto el asistente de vuelo anuncia, “vamos a comenzar ahora a abordar el vuelo 326 con destino a San Diego”. Johnny toma su mochila y hace cola para entrar al avión. El piloto se encuentra con Johnny cuando caminaba hacia el avión. Él le regala a Johnny una pegatina de alas para pilotos y le deja echar una miradita en la cabina. “¿Puedo tener otra pegatina para mi perro? El va a viajar en el avión también” dice Johnny.

Escena 6
Ya dentro del avión, Johnny y sus papás encuentran sus asientos. Luego miran al asistente de vuelo que está mostrando cómo abrocharse los cinturones de seguridad. Johnny se sienta junto a la ventana para poder ver la hermosa vista desde el avión. El puede ver a los empleados en la pista de despegue, cuando están cargando el equipaje en el avión. El papá de Johnny apunta hacia las alas y el motor del avión.

“¿Dónde está Bandido, papá?”, pregunta Johnny. “No lo veo”, dice. “¡No te preocupes Johnny! Estoy seguro que ya está en el avión y muy bien”, responde el papá. “Pero no veo su jaula. ¿Qué pasa si olvidaron ponerlo en el avión?”, dice llorando Johnny. El papá le explica a Johnny que existen etiquetas en las jaulas que les indican a los empleados el lugar donde está yendo Bandido. Él le asegura a Johnny que probablemente Bandido ya está en el avión.

Escena 7
VRUUM! El avión enciende sus motores y comienza a moverse por la pista de rodaje hacia la pista de despegue y aterrizaje, y Johnny dice, “esto es divertido”.
De repente, cuando el avión subía por el cielo, Johnny empezó a sentir presión en sus oídos y su mamá le dio una goma de mascar para que masticara y ayudara así a “destapar” sus oídos y sentirse mejor.

Escena 8
Johnny mira por la ventana cómo los edificios y autos se van haciendo más y más pequeños. Abajo en la tierra puede ver un hangar con el signo de la NASA.
“¡Mira papá hay una hangar de la NASA!”, grita Johnny.
“¿Te acuerdas lo que significa NASA?”, pregunta su papá.
“NASA es el nombre para la Administración Nacional de Aeronáutica y el Espacio. Es ahí donde mamá trabaja para mejorar los motores de los aviones”, dice el papá.
El asistente de vuelo comienza a servir bocadillos y refriérgiros a los pasajeros. Johnny baja su bandeja que está en la parte de atrás del asiento en frente de él, para estar listo para comer su bocadillo.
Escena 9
Después del bocadillo, el piloto anuncia por medio del alto parlante que el vuelo va a durar alrededor de cuatro horas. Pero Johnny no puede dejar de pensar en Bandido y se pregunta si también está comiendo su comida. Johnny decide jugar a las cartas con su papá para pasar el tiempo.

Escena 10
Pronto el piloto anuncia que están volando sobre San Diego y comienza a bajar el tren de aterrizaje del avión. Johnny puede ver abajo la ciudad, a través de la ventana de su asiento. Después de aterrizar, su papá apunta a la alta torre de control en el terminal.
“¿Qué es eso?”, pregunta Johnny.
“Eso es donde los controladores de tráfico les hablan a los pilotos y les dan las instrucciones”, responde el papá.

Escena 11
Mientras están saliendo del avión, Johnny ve a sus abuelitos esperando por él en el terminal, y corre para darles un gran abrazo. Ellos le preguntan sobre su aventura en el aeropuerto.
“Me divertí muchísimo, pero ¿dónde está Bandido?”, dice Johnny.
“Te apuesto que está esperando por nosotros abajo en el terminal” dice el abuelito, “¡vamos a recogerlo!”.

Escena 12
Johnny y su familia caminan hacia el área de entrega de maletas para recoger el equipaje, pero no hay ninguna señal de Bandido. Johnny está preocupado.
“¿Dónde está?”, pregunta Johnny llorando.

Escena 13
“Guau, Guau”, de repente Johnny puede oír a su perro ladrando.
“¡Es Bandido!” grita Johnny mientras gira su cabeza encontrándose con el despachador de equipaje que trae la jaula, y finalmente Johnny le da el más grande de los abrazos a Bandido.
Activity 2

Storyboard Airport Terms

Objective
The students will
1. Demonstrate their knowledge of airport terminology and operations by correctly labeling the parts of an airport using the labels supplied in this educator guide.

Standards
Position and motion of objects
Objects in the sky
Understandings about science and technology
Abilities of technological design

Description
The Johnny’s Airport Adventure storyboard is an interactive, hands-on activity designed to reinforce the topics introduced in “Johnny’s Airport Adventure Story.” The airport terms activity allows students to match airport terms to their corresponding pictures on the storyboard. Students are also encouraged to use their own imaginations as they place characters and aircraft on the storyboard, building upon the ideas introduced in the story.

Time Requirements
20 minutes

Materials
Assembled storyboard (page 2)
Labels
- Tarmac
- Runway
- Taxiway
- Terminal
- Helipad
- Control tower
Fun tack or tape
Cutouts
- Helicopter
- Jets
- Johnny
- Dad
- Mom
- Flight attendant
- Pilot
- Bandit
- Private plane
**Procedure**
1. Read aloud the story “Johnny’s Airport Adventure” (pages 9–11) making sure to emphasize and explain the highlighted words.
2. Present the storyboard and display it in an area that is easily accessible to the students.
3. Call on students to correctly identify parts of the airport.
4. Have the students place the correct label on the board using tape or sticky tack (i.e., stick the label “terminal” on the picture of the terminal on the storyboard).
5. Encourage students to also place the cutouts of the various aircraft and characters on the storyboard where they feel they belong.

**Background Information**
Refer to the glossary and the activity #3 “Label Answer Sheet” (page 20) for the correct placement of the labels.

**FAQ’s**
Where can I get additional cutouts and labels?
Copies of the cutouts and labels can be downloaded from the “UEET Kid’s site” at http://www.ueet.nasa.gov/StudentSite/

**Assessment**
Students should be able to correctly label the airport. Further assessment can be given by having the students complete the activity #3 “Labeling Worksheet.”
Labeling Worksheet

Objectives
The students will
1. Label the parts of an airport on a worksheet using the storyboard as a guide.
2. Sharpen their fine motor skills by cutting out and pasting the terms on the paper.

Standards
Position and motion of objects
Objects in the sky
Understandings about science and technology
Abilities of technological design

Description
The activity #3 “Label Worksheet” was created to reinforce the material presented in activity #2 above. Students are directed to cut out and paste airport terms into their corresponding boxes on the picture of the airport.

Time Requirements
10 minutes

Materials
Storyboard
Label the parts of the airport worksheet
Scissors
Glue

Procedure
1. Review the material from activity #2 leaving the correctly labeled storyboard in student’s view.
2. Hand out one worksheet per student.
3. Have students cut out the terms on the bottom of the worksheet and glue them to their corresponding boxes on the worksheet.
4. Students may refer to the labeled storyboard for help.

Background Information
Refer to the glossary and activity #2.

Assessment
Student answers should be checked to the answer key provided (page 20).
Cut and label the parts of the airport in the boxes below.

- Terminal
- Runway
- Taxiway
- Control Tower
- Tarmac
- Helipad
Label Answer Sheet

Cut and label the parts of the airport in the boxes below.
Hoja de Trabajo de Etiquetas

Clasifique las partes del aeropuerto en las cajas mostradas abajo.

Pista de Rodaje  Zona de Helicópteros  Pista de Aterrizaje

Torre de Control  Pista de Despegue  Terminal
Actividad 3

Hoja de Respuesta de Etiquetas

Recorte y pegue las partes de un aeropuerto en las casillas de abajo.
Engine Terms

Objectives
The students will
1. Identify different engine styles including rotors, propellers, and jet engines by matching various aircraft to their corresponding engines.
2. Discuss differences in air travel associated with at least three different aircraft types.

Standards
Position and motion of objects
Form and function
Objects in the sky
Properties of objects
Abilities of technological design

Description
The engine terms activity is an additional hands-on activity designed for use with the right-side panel of Johnny’s airport adventure storyboard. The three aircraft shown on this panel illustrate basic engine designs that students can identify and label. Cutouts of the matching engines and labels have been supplied for this purpose.

Time Requirements
15 minutes

Materials
Storyboard
Tape or sticky tack
Labels
Commercial plane
Helicopter
Private plane
Cutouts
Jet engine
Rotors
Propellers

Procedure
1. Place storyboard in an area easily accessible to students.
2. Have students draw their attention to the right-side panel of the storyboard.
3. Ask students to identify and discuss differences in the three aircraft. The teacher may want to ask, What different uses do these aircraft have? What type of passengers might they carry? Where are their engines located? Do they look the same?
4. Explain the difference between the engines used on commercial planes, private planes, and helicopters (see background information below).

5. Have students match the engine styles to the corresponding aircraft and place them on the storyboard with tape (i.e., jet engine with commercial plane, rotors with helicopter, and propellers with small private plane).

6. Encourage students to think of other types of air travel and how they are powered (i.e., hot air balloons, blimps, and gliders).

**Background Information**

*Commercial plane* has a large **jet engine** and is used to transport many passengers over long distances. Passengers must buy a ticket to ride on this type of aircraft.

*Private plane* has a small **propeller-type engine** and is used by individuals to transport themselves or their friends on small trips for business or pleasure.

*Helicopter* has a horizontally rotating propeller (**rotors**) that lifts the craft upward and forward. This type of craft is used for transporting just a few individuals over short distances. Helicopters can be used for sightseeing trips, life flight trips to hospitals, traffic surveillance, and to land in areas that are inaccessible to airplanes.

**FAQ’s**

Where can I get more information about engine styles?
Visit the Web sites listed at the back of this guide.

**Assessment**

Students should correctly match the engines to their corresponding aircraft.
Shape Matching

**Objective**
Students will
1. Demonstrate organization skills by matching the labels and cutouts to the outlines of their corresponding shapes.

**Standards**
Systems, order, and organization
Geometry

**Description**
During the shape-matching activity, the students will tape the airport cutouts and labels onto the bottom of the storyboard for easy cleanup and storage.

**Time Requirements**
5 to 10 minutes

**Materials**
Storyboard
Cutouts
Labels
Tape or sticky tack

**Procedure**
1. Have students tape the labels and cutouts to the bottom of the storyboard matching their silhouettes.

**Background Information**
This activity is excellent for encouraging students, in a fun way, to clean up by placing objects in their proper place.

**Assessment**
Students can be evaluated on how well and how quickly they matched up the objects on the storyboard.
Measurement Worksheet

Objectives
Students will
1. Locate Ohio, California, and Florida on a map of the United States.
2. Measure the distance between selected states on a map of the United States using an airplane ruler.
3. Use their imaginations and artistic ability to draw an aircraft of their choice.

Standards
Change, constancy, and measurement
Measurement
Reasoning

Description
The measurement worksheet is an additional activity designed to introduce measurement to young students. The activity requires students to locate and color California, Ohio, and Florida on a map of the United States. The students will then determine the distance between these states using a supplied ruler.

Time Requirements
10 minutes

Materials
Measurement worksheet (pages 27, 28, and 29)
Pencil
Scissors
Crayons

Procedure
1. Have the students cut off the ruler at the bottom of the worksheet before completing questions 4 to 8.
2. The students should then use the airplane ruler to measure the distances between the states on the map printed in the worksheet.

Background Information
The teacher may want to read each question aloud to nonreaders and do the activity as a group. This activity is also a great way to reinforce “color” words to emerging readers.

Assessment
Students should be assessed on how accurately they color the map and answer the questions.
Measurement Worksheet

1. Find Ohio on the map of the United States and color it blue.

2. Find California on the map of the United States and color it red.

3. Cut out the airplane ruler at the bottom of the page.

4. Using the airplane ruler, measure how far it is from Ohio to California.
   _____ airplanes

5. Find Florida on the map and color it green.

6. You and your family are planning to take a trip from Cleveland to Disney World in Florida. Measure how far it is from Ohio to Florida.
   _____ airplanes

7. Is Ohio closer to Florida or California? _____

8. Draw a picture of an aircraft you would like to fly on to get there.
**Measurement Answer Sheet**

1. Find **Ohio** on the map of the United States and color it **blue.**

2. Find **California** on the map of the United States and color it **red.**

3. Cut out the airplane ruler at the bottom of the page.

4. Using the airplane ruler, measure how far it is from Ohio to California.
   
   ____6____ airplanes

5. Find **Florida** on the map and color it **green.**

6. You and your family are planning to take a trip from Cleveland to Disney World in Florida. Measure how far it is from Ohio to Florida.
   
   ____3____ airplanes

7. Is Ohio closer to Florida or California? **Florida**

8. Draw a picture of an aircraft you would like to fly on to get there.
Activity 6

*Measurement Worksheet*

UNITED STATES


Airplane ruler (cut along dotted line)
Actividad 6

Nombre ___________________________   Clase __________

Hoja de Trabajo de Medidas

1. Encuentra Ohio en el mapa de los EE.UU. y píntalo de color azul.

2. Encuentra California en el mapa de los EE.UU. y píntalo de color rojo.

3. Recorta la regla del avión que está al final de la página.

4. Usando la regla del avión, mide lo lejos que es desde Ohio hasta California.
   _____? Aviones.

5. Encuentra Florida en el mapa y píntalo de color verde.

6. ¿Tú y tu familia están planeando hacer un viaje desde Cleveland hasta Disney World en la Florida. Mide lo lejos que está desde Ohio hasta la Florida.
   _____? Aviones.

7. ¿Está Ohio más cerca de la Florida o de California? _____

8. Haz un dibujo del avión en el que te gustaría volar para llegar hasta allí.
Actividad 6

_Hoja de Respuestas de Medidas_

1. Encuentra **Ohio** en el mapa de los EE.UU. y píntalo de color **azul**.

2. Encuentra **California** en el mapa de los EE.UU. y píntalo de color **rojo**.

3. Recorta la regla del avión que está al final de la página.

4. Usando la regla del avión, mide lo lejos que es desde Ohio hasta California. ___6___ ? Aviones.

5. Encuentra **Florida** en el mapa y píntalo de color **verde**.

6. ¿Tú y tu familia están planeando hacer un viaje desde Cleveland hasta Disney World en la Florida. Mide lo lejos que está desde Ohio hasta la Florida. ___3___ ? Aviones.

7. ¿Está Ohio más cerca de la Florida o de California? **Florida**

8. Haz un dibujo del avión en el que te gustaría volar para llegar hasta allí.
Time Changes Worksheet

Objectives
The students will
1. Recognize changes in time zones relative to air travel.
2. Calculate time changes between eastern standard time and Pacific standard time.

Standards
Change, constancy, and measurement
Problem solving
Measurement

Description
Since Johnny’s flight from Cleveland, Ohio, to San Diego, California, involves flying across different time zones, an additional worksheet was created to introduce the idea of time zone changes to the students. Teachers should note, however, that the concept of time changes presented in the worksheet is best suited for students in grades three and four.

Time Requirements
15 minutes

Materials
“Time Changes Worksheet”
Pencils
Map of the United States with time zones indicated

Procedure
1. Read the story “Johnny’s Airport Adventure.”
2. Point out to the students that the story indicated that Johnny’s flight from Cleveland to San Diego took about 4 hours yet the time on the tickets (included in the kit and on the worksheet) shows only a 1-hour difference.
3. Introduce to the students the basic concept of time zones and how there was a time change as Johnny flew across the different time zones in the United States. (Use the map of the United States to point out the different zones.)
4. Hand out the “Time Changes Worksheet” (pages 35 and 36) and the map of the United States indicating the time zones (page 39) for students to complete.
**Background Information**
The time zones associated with the mainland United States are (from east to west) EST, eastern standard time; CST, central standard time; MST, mountain standard time; and PST, Pacific standard time. Time zones are set at each line of longitude and differ by 1 hour beginning at the prime meridian. The time zones of the eastern United States are ahead of the time zones of the western United States. Therefore, when it is 12 noon in New York City it is 11 a.m. in Chicago, 10 a.m. in Denver, and 9 a.m. in Los Angeles.

**Assessment**
Students should be evaluated by checking their answers to the answer key.
How long was Johnny’s flight from Cleveland, Ohio, to San Diego, California? To find out, you will need to answer the following questions using the ticket and watch above.

1. What time did Johnny depart Cleveland? ______

2. What time did Johnny arrive in San Diego? ______

3. What is the time on Johnny’s watch? ______

4. How many hours difference is there between the time on Johnny’s watch and the arrival time in San Diego? ______

5. How many hours difference is there between the departing time and the arrival time on the ticket? ______

6. To find the actual travel time for Johnny’s flight, add the answers to questions four and five together. ______ + ______ = ______ total hours.
Cleveland, Ohio, and San Diego, California, are in different time zones. Notice the letters PST and EST on the ticket. The letters PST stand for Pacific standard time. San Diego, California, is in the PST zone, which is different from the EST zone that Cleveland, Ohio, is in.

7. Can you figure out what the letters EST stand for? Hint: What direction is Cleveland from San Diego? EST = __________

8. How many hours difference is there between EST and PST? Hint: Look at the answer to question 4. ________

9. Is the PST zone behind or ahead of the EST zone? Hint: Compare Johnny’s watch to the arrival time on the ticket. ________

10. If it is 8 p.m. in Cleveland, what time is it in San Diego? ________

11. If you wanted to call Johnny in San Diego at 2 p.m. PST from your home in Cleveland, Ohio, what time should you make the call from your house? ________EST

*Bonus question: Why would a flight from Cleveland to San Diego take more time than the return flight from San Diego to Cleveland? ___________________________
**Time Changes Answer Sheet**

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How long was Johnny’s flight from Cleveland, Ohio to San Diego, California? To find out, you will need to answer the following questions using the ticket and watch above.

1. What time did Johnny depart Cleveland? **11:30 a.m.**

2. What time did Johnny arrive in San Diego? **12:30 p.m.**

3. What is the time on Johnny’s watch? **3:30**

4. How many hours difference is there between the time on Johnny’s watch and the arrival time in San Diego? **3 hours**

5. How many hours difference is there between the departing time and the arrival time on the ticket? **1 hour**

6. To find the actual travel time for Johnny’s flight, add the answers to questions four and five together. **3** + **1** = **4** total hours.
Cleveland, Ohio, and San Diego, California, are in different time zones. Notice the letters PST and EST on the ticket. The letters PST stand for Pacific standard time. San Diego, California, is in the PST zone, which is different from the EST zone that Cleveland, Ohio, is in.

7. Can you figure out what the letters EST stand for? Hint: What direction is Cleveland from San Diego? EST = *eastern standard time*

8. How many hours difference is there between EST and PST? Hint: Look at the answer to question 4. **3**

9. Is the PST zone behind or ahead of the EST zone? Hint: Compare Johnny’s watch to the arrival time on the ticket. **Behind**

10. If it is 8 p.m. in Cleveland, what time is it in San Diego? **5 p.m.**

11. If you wanted to call Johnny in San Diego at 2 p.m. PST from your home in Cleveland, Ohio, what time should you make the call from your house? **5 p.m.** EST

*Bonus question: Why would a flight from Cleveland to San Diego take more time than the return flight from San Diego to Cleveland?* Flights from east to west encounter greater wind resistance that tends to slow down the aircraft.
Activity 7

Time Changes Worksheet

[Diagram of time zones in the United States with clocks showing standard times in different regions.]
Nombre ___________________________ Clase __________

Hoja de Trabajo sobre los Cambios de Horas

¿Cuánto tiempo duró el vuelo de Johnny desde Cleveland en Ohio hasta San Diego en California? Con el fin de poder averiguarlo, vas a tener que responder las siguientes preguntas usando el boleto y el reloj que están más abajo.

1. ¿A qué hora partió Johnny desde Cleveland? ______

2. ¿A qué hora arribó Johnny a San Diego? ______

3. ¿Cuál es la hora en el reloj de Johnny? ______

4. ¿Cuántas horas de diferencia hay entre la hora en el reloj de Johnny y la hora de llegada a San Diego? ______

5. ¿Cuántas horas de diferencia hay en el boleto, entre la hora de salida y la hora de llegada? ______

6. Para saber la hora real del vuelo de Johnny, suma las respuestas de las preguntas cuatro y cinco. ______ + ______ = ______ horas en total.
Actividad 7

Cleveland, Ohio y San Diego en California están en diferentes zonas horarias. Observa las letras PST y EST en el boleto. Las letras PST significan la hora del Pacífico en EE.UU. (Pacific standard time). San Diego en California está en la zona PST, la que es diferente a la zona EST en donde está Cleveland Ohio.

7. ¿Puedes averiguar qué significa la sigla EST? Adivina: ¿En qué dirección está Cleveland desde San Diego?

EST = ___________

8. ¿Cuántas horas de diferencia existen entre EST y PST? Adivina: mira la respuesta de la pregunta número 4.) _____

9. ¿Está la zona PST antes o después de la zona EST? Adivina: compara el reloj de Johnny con la hora de llegada que indica el boleto. _____

10. Si son las 8 p.m. en Cleveland, ¿qué hora es entonces en San Diego? _____

11. Si quisieras llamar a Johnny a San Diego a las 2 p.m. (PST) desde tu casa en Cleveland Ohio, ¿a qué hora deberías hacer la llamada desde tu casa?

_____ EST

* Pregunta de Bonificación para Pensar: ¿por qué un vuelo desde Cleveland hasta San Diego toma más tiempo que el vuelo de regreso desde San Diego hasta Cleveland?
Hoja de Respuestas sobre los Cambios de Horas

¿Cuánto tiempo duró el vuelo de Johnny desde Cleveland en Ohio hasta San Diego en California? Con el fin de poder averiguarlo, vas a tener que responder las siguientes preguntas usando el boleto y el reloj que están más abajo.

1. ¿A qué hora partió Johnny desde Cleveland? **11:30 a.m.**

2. ¿A qué hora arribó Johnny a San Diego? **12:30 p.m.**

3. ¿Cuál es la hora en el reloj de Johnny? **3:30**

4. ¿Cuántas horas de diferencia hay entre la hora en el reloj de Johnny y la hora de llegada a San Diego? **3 horas**

5. ¿Cuántas horas de diferencia hay en el boleto, entre la hora de salida y la hora de llegada? **1 horas**

6. Para saber la hora real del vuelo de Johnny, suma las respuestas de las preguntas cuatro y cinco. **3 + 1 = 4** horas en total.
Cleveland, Ohio y San Diego en California están en diferentes zonas horarias. Observa las letras PST y EST en el boleto. Las letras PST significan la hora del Pacífico en EE.UU. (Pacific standard time). San Diego en California está en la zona PST, la que es diferente a la zona EST en donde está Cleveland Ohio.

7. ¿Puedes averiguar qué significa la sigla EST? Adivina: ¿En qué dirección está Cleveland desde San Diego?

EST = Hora del Este en los EE.UU. (eastern standard time)

8. ¿Cuántas hora de diferencia existen entre EST y PST? Adivina: mira la respuesta de la pregunta número 4.  3

9. ¿Está la zona PST antes o después de la zona EST? Adivina: compara el reloj de Johnny con la hora de llegada que indica el boleto. Después

10. Si son las 8 p.m. en Cleveland, ¿qué hora es entonces en San Diego?  5 p.m.

11. Si quisieras llamar a Johnny a San Diego a las 2 p.m. (PST) desde tu casa en Cleveland Ohio, ¿a qué hora deberías hacer la llamada desde tu casa?  5 p.m. EST

*Pregunta de Bonificación para Pensar: ¿por qué un vuelo desde Cleveland hasta San Diego toma más tiempo que el vuelo de regreso desde San Diego hasta Cleveland?

Los vuelos desde el Este al Oeste se encuentran con fuertes vientos en contra, los que tienden a disminuir la velocidad de los aviones.
For more information about aeronautics and related education materials, visit the Web sites below.

**NASA Education Materials and Programs**
http://spacelink.nasa.gov
http://education.nasa.gov

**NASA’s Ultra-Efficient Engine Technology Kid’s Page**
http://www.ueet.nasa.gov/StudentSite/

**The K–8 Aeronautics Internet Textbook**
http://wings.avkids.com
http://wings.avkids.com/Tours/Engine/

**Robin Whirlybird on Her Rotorcraft Adventures**
http://rotored.arc.nasa.gov/index.html

**How Things Fly**
http://www.aero.hq.nasa.gov/edu/index.html

**NASA Glenn Learning Technologies Program**
http://www.grc.nasa.gov/WWW/K–12/

**NASA Explores**
http://NASAexplores.com/cgi-bin/index.pl
NASA Educator Resource Centers

NASA's Central Operation of Resources for Educators (CORE) was established for the national distribution of NASA-produced educational materials in audiovisual format. Educators may obtain a catalogue and an order form by one of the following methods:

NASA CORE—Lorain County Joint Vocational School
15181 Route 58 South
Oberlin, OH 44074
Phone: 440–775–1400
FAX: 440–775–1460
E-mail: nasaco@leeca.org
Web page: http://core.nasa.gov

Educator Resource Center Network (ERCN)
To make additional information available to the education community, NASA has created the ERCN. Educators may preview, copy, or receive NASA materials at these sites. Phone calls are welcome if you are unable to visit the area. A list of the centers and the regions they serve follows.

<table>
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<th>If you live in</th>
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<tr>
<td>Alaska</td>
<td>Address: NASA Ames Research Center</td>
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<tr>
<td>Arizona</td>
<td>Educator Resource Center, Mail Stop 253–2</td>
</tr>
<tr>
<td>California</td>
<td>Moffett Field, CA 94035–1000</td>
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<tr>
<td>Hawaii</td>
<td>Phone: 650–604–3574</td>
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<tr>
<td>Idaho</td>
<td>Fax: 650–604–3445</td>
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<td>Montana</td>
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<tr>
<td>Maryland</td>
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| Florida                        | **Address:** NASA Kennedy Space Center  
                                  Educators Resource Center, Mail Code ERC  
                                  J.F. Kennedy Space Center, FL 32899  
                                  **Phone:** 321–867–2959  
                                  **Fax:** 321–867–7242  
                                  **Web page:** http://www.ksc.nasa.gov |
| Georgia                        | **Address:** Educator Resource Center for NASA Langley Research Center  
                                  Virginia Air and Space Center  
                                  600 Settlers Landing Road  
                                  Hampton, VA 23669–4033  
                                  **Phone:** 757–727–0900 Ext. 757  
                                  **Fax:** 757–727–0898  
                                  **Web page:** http://www.vasc.org/erc |
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| Kentucky                       | **Address:** NASA Glenn Research Center at Lewis Field  
                                  Educator Resource Center  
                                  21000 Brookpark Road, Mail Stop 8–1  
                                  Cleveland, OH 44135  
                                  **Phone:** 216–433–2017  
                                  **Fax:** 216–433–3601  
                                  **Web page:** http://www.grc.nasa.gov/WWW/OEP/ |
| North Carolina                 |                                                                                 |
| South Carolina                 |                                                                                 |
| Virginia                       |                                                                                 |
| West Virginia                  |                                                                                 |
| Illinois                       | **Address:** Educator Resource Center for NASA Johnson Space Center Houston  
                                  1601 NASA Road One  
                                  Houston, TX 77058  
                                  **Phone:** 281–244–2129  
                                  **Fax:** 281–483–9638  
                                  **Web page:** http://spacecenter.org/educator_resource.html |
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| New Mexico                     |                                                                                 |
| North Dakota                   |                                                                                 |
| Oklahoma                       |                                                                                 |
| South Dakota                   |                                                                                 |
| Texas                          |                                                                                 |
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Air traffic controller</td>
<td>Person working to monitor and direct the flight routes of aircraft</td>
</tr>
<tr>
<td>Cockpit</td>
<td>A compartment in an airplane for the pilot and copilot</td>
</tr>
<tr>
<td>Control tower</td>
<td>A structure in an airfield from which aircraft traffic is directed</td>
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<tr>
<td>Hangar</td>
<td>A shed for housing airplanes</td>
</tr>
<tr>
<td>Helipad</td>
<td>A landing space for helicopters</td>
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<tr>
<td>Jet engine</td>
<td>An engine that takes in outside air to burn fuel to create energy that is expelled as heated gas to the rear under high pressure</td>
</tr>
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<td>Landing gear</td>
<td>The wheels of an airplane</td>
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<td>NASA</td>
<td>National Aeronautics and Space Administration</td>
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<tr>
<td>Propellers</td>
<td>A device for moving a craft through the air by the use of blades mounted on a shaft that produce a thrust when rotated</td>
</tr>
<tr>
<td>Rotors</td>
<td>The horizontally rotating unit of a helicopter</td>
</tr>
<tr>
<td>Runway</td>
<td>A roadlike surface used for the takeoff and landing of aircraft</td>
</tr>
<tr>
<td>Tarmac</td>
<td>The asphalt roads or runways at an airport</td>
</tr>
<tr>
<td>Taxiway</td>
<td>roadway used by airplanes leading to and from the runway</td>
</tr>
<tr>
<td>Terminal</td>
<td>Building or location where passengers await the arrival and departure of aircraft</td>
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To achieve America’s goals in educational excellence, it is NASA’s mission to develop supplementary instructional materials and curricula in science, mathematics, and technology. NASA seeks to involve the educational community in the development and improvement of these materials. Your evaluation and suggestions are vital to continually improving NASA educational materials.

Please take a moment to respond to the statements and questions below. You can submit your response through the Internet or by mail. Send your reply to the following Internet address:

http://ehb2.gsfc.nasa.gov/edcats/centers/johnnys_adv_reply_card.html

You will then be asked to enter your data at the appropriate prompt.

Otherwise, please return the reply card by mail. Thank you.

1. What grade levels did you use the educator guide? [ ] K–4  [ ] 5–8  [ ] 9–12  [ ] Community college  [ ] College/university  

2. What is your home five- or nine-digit zip code? __ __ __ __ __ – __ __ __ __

3. Is this a valuable activity? [ ] Strongly agree  [ ] Agree  [ ] Neutral  [ ] Disagree  [ ] Strongly disagree

4. How well did the activity help you meet the standards? [ ] Excellent  [ ] Good  [ ] Average  [ ] Poor  [ ] Very poor

5. How did you use this educator’s guide? (Mark all that apply.)

   [ ] Background information
   [ ] Critical thinking tasks
   [ ] Demonstrate NASA materials
   [ ] Demonstration
   [ ] Group discussions
   [ ] Hands-on activities
   [ ] Interdisciplinary activity
   [ ] Lecture
   [ ] Science and mathematics
   [ ] Standards and benchmarks
   [ ] Team activity
   [ ] Tutorial

6. How did you learn about this activity? (Mark all that apply.)

   [ ] NASA Educator Resource Center
   [ ] NASA Central Operation of Resources for Educators (CORE)
   [ ] Fellow educator
   [ ] Institutional/school system
   [ ] NASA General Operation of Resources for Educators (CORE)
   [ ] NASA Educator Resource Center
   [ ] Other

7. What did you like best about this activity?

   ____________________________________________________________
   ____________________________________________________________

8. How would you modify this activity?

   ____________________________________________________________
   ____________________________________________________________

9. Additional comments:

   ____________________________________________________________
   ____________________________________________________________

10. Last name: ____________________________________________
    First name: ____________________________________________
    E-mail address: ________________________________________

11. Name of school or organization: ____________________________
    Street address 1: ________________________________________
    Street address 2: ________________________________________
    School district: ________________________________________
    City: _________________________________________________
    State: _______________________________________________
    Zip code: _________________________________________
    Phone: ____________________________________________

Fold along line and tape closed.