

Nugget on the Flight Deck

Written by Patricia Newman, Illustrated by Aaron Zenz

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Teacher's Guide Created by Cassandra Reigel Whetstone,

Story Summary: Lt. "Gutts" Guttman and his young friend Nugget explore an aircraft carrier, take a flight, practice a dogfight, buzz the tower, and head back home to their Mother ship with a perfect landing.

Patricia Newman writes from her home in Carmichael, California. You can learn more about her at www.patriciamnewman.com.

Aaron Zenz illustrates and writes from his home in Spring Lake, Michigan. You can learn more about him at <http://www.aaronzenz.com>.

Pre-Reading: Grades K-1 Pass out a sheet of blank paper. Show students the cover of NUGGET ON THE FLIGHT DECK and say, "Draw a picture of something that you think happens on this ship." Give students 3-4 minutes to draw and then ask volunteers to share their pictures. **Grades 2-6** Pass out a sheet of blank paper. Show students the cover of NUGGET ON THE FLIGHT DECK and say, "Write down everything that you think might happen on this ship." Give students five minutes to write and then ask volunteers to share their ideas.

Preview words for sheltered instruction: *on board, mission, pilot, gravity, runway, fuel, combat, victory*

Discussion Questions:

1. Show the cover. "What do you think this story is going to be about?" (*prediction*)
2. Cover up the definitions for **bird** and **hangar**. "The author writes, 'Let's check out my **bird** in the **hangar**.' What do you think she means by **bird** and **hangar**?" (*inferential*)
3. "Why is space a luxury on a carrier?" (*inferential, analytical*)
4. "What is gravity?" (*literal, activate prior knowledge*)
5. "What would it feel like to pull Gs?" (*literal, inferential*)
6. "Show me what it means to 'Keep your head on a swivel.' Do you think that would be hard to remember to do?" (*experiential*)
7. "Why does the Yellow Shirt talk with his hands?" (*inferential*)
8. "Why do you think Lieutenant Gutts has never lost a dogfight?" (*literal, inferential*)
9. "What should they do if the meatball is not in the middle of the green row of lights?" (*inferential*)
10. "Do you think they earned the Bravo Zulu? Why or Why not?" (*inferential, analytical*)

Response to Story: Nugget's Postcard Home (Writing, Jargon)

Grades: K-3

Materials: Chart paper and marker; one piece of blank paper per student, 8.5 in. x 11 in.; crayons and pencils

Directions:

1. Ask students to share some of the words that they learned in NUGGET ON THE FLIGHT DECK. Tell students that the special words used in a profession or by a specific group is called "jargon."
2. As a whole class, select a list of 5-7 words from Nugget and write on chart paper. Write brief definitions if necessary.
3. Tell students that they are going to pretend to be "Nuggets" on the aircraft carrier. Say, "If you were a Nugget on the aircraft carrier and sent a postcard home to your family, what would you say?"
4. **Grades K-1:** Draw a large rectangle on the board. As a whole class, write a postcard and use at least 3 words from the list. Have students copy the postcard onto their papers, (or write their own if they are ready.) **Grades 2-3:** Have students write a postcard home using as many words from the list as possible. Have students underline jargon when they are finished writing.
5. On the other side of the paper, show students how to write a mailing address on the center of the paper. Have them draw a picture from the book to create a stamp on the upper right side of the page.

Closure: Ask volunteers to stand up and read their postcards to the class.

Response to Story: Nugget's Letter Home (Friendly Letter, Jargon)

Grades: 4-6

Materials: Chart paper and marker; writing paper and pencils

Directions:

1. Ask students to brainstorm the different terms from the book. Tell students that the special words used in a profession or by a specific group is called jargon. Give examples of jargon from jazz music (jam session, cats, licks,); baseball (bottom of the inning, pinch hitter); or from railroading (hog, jingle the brass –for more examples see Patricia Newman's book, JINGLE THE BRASS.)
2. Write a list of 12-15 selected words from NUGGET. Have students help create brief definitions or pictorial clues to represent the words and record on the chart paper.
3. Tell students that they are going to pretend to be "Nuggets" on the aircraft carrier. Distribute writing paper and say, "Imagine that you are a Nugget on the aircraft carrier and you are going to write your first letter home to tell your family all about your life on the Mother ship."
4. Have students use the "Friendly Letter" format. Remind them to include the date, a greeting, closing, and signature.
5. Encourage students to include as many words from the jargon list as possible. Have students underline jargon when the letter is finished.

Closure: Ask volunteers to read their letters to the class.

Extension: Distribute finished letters to classmates and have them write a response letter “from home.” Consider putting letters together into a class book of Nugget’s Letters.

Chow Time 1: (Art, Sorting)

Grades: K-1

Materials: Catalogs, magazines, coupons, food ads; scissors; glue sticks; construction paper

Preparation: Draw two lines on each piece of construction paper to divide the paper into three columns

Directions:

1. Say, “Who remembers what **chow** means on the aircraft carrier?” “What do you think **chow time** means?”
2. Remind students of the carrier fact, “Number of meals served every day: 18,000.” Say, “Now that’s a lot of food! Imagine buying all of those groceries!”
3. Pass out paper with the pre-marked three columns.
4. Ask, “Which meals do you think they serve every day?” Help students write Breakfast, Lunch, and Dinner on the top of the three columns.
5. Tell students, “Think about what you would buy if you were in charge of serving **chow** on Mother. Let’s make a shopping list.”
6. Direct students to cut out pictures of food.
7. Help students sort food into what they might serve for breakfast, lunch, or dinner.
8. Have students glue pictures onto columns.

Closure: Have students place drying artwork on their desks or tables, and let students walk around the room to see each other’s work.

Chow Time 2: (List Writing, Alphabetizing)

Grades: 2-3

Materials: Writing paper, two per student; pencils; white paper; crayons

Preparation: None

Directions:

1. Say, “What does **chow** time mean?”
2. Remind students of the carrier fact, “Number of meals served every day: 18,000.”
3. Ask students to estimate how many groceries that would use for one day. Discuss the types of foods that they might serve in the **Officer’s mess**.
4. Say, “Imagine that you are responsible for shopping for one days worth of food. What do you think you would need to buy?”
5. Pass out one sheet of writing paper. Have students make a shopping list. Encourage them to use units of measurement studied in math, (pounds, quarts, etc.) Remind students to think about the different food groups.
6. When students finish the shopping list, say, “You need to be organized in order to buy that many groceries. We’re going to organize our list in alphabetical order.”
7. Pass out the second sheet of paper and have students write their lists in alphabetical order.

Closure: Provide students with white paper and crayons and have them create their chow time menus.

A Rainbow of Jobs: (Writing, Art, Theater)

Grades: K-1, 2-6

Materials: Chart paper or butcher paper; markers; writing paper and pencils (Grades 3-6)

Preparation: Copy the “A Rainbow of Jobs” section at the back of the book, and cut it into strips of crew colors with their job descriptions.

Directions:

1. Read “A Rainbow of Jobs” from the back of NUGGET ON THE FLIGHT DECK to students.
2. Do a picture walk through the book to identify the deck crew and their color-coded uniforms within the story.
3. Divide the class into seven groups, (or do several sets of seven if you’d prefer students to work in pairs or individually.)
4. Say, “I’m going to divide the class into color-coded crews.” Give each group of students the strip of paper with the crew color and the job description.
5. Pass out the chart or butcher paper and say, “Your crew is going to design a poster that describes what your group does on the aircraft carrier.” Encourage students to use words and illustrations to create job posters.
6. **Grades K-2:** Have students make-up a scene acting out their jobs. **Grades 3-6:** Have students write and act out a scene to demonstrate what their jobs would look like on the flight deck. Scripts might include narrators, explaining what the crew is doing. Encourage students to use jargon in their scripts.

Closure: Have groups present their posters and their scenes to the whole class.

The Aviator’s Alphabet Book: (Writing, Research)

Grades: 3-6

Materials: White construction paper; markers, crayons or colored pencils; access to research materials such as the Internet or encyclopedias

Preparation: None

Directions:

1. Explain to students that when pilots talk on the radio to other pilots or aircraft controllers, they use the Aviator’s Alphabet to make sure that they can be heard correctly. Read “The Aviator’s Alphabet” from the back of NUGGET ON THE FLIGHT DECK.
2. Ask volunteers to say their names using the Aviator’s Alphabet.
3. Tell students that they are going to make an alphabet book about the Aviator’s Alphabet. Assign each student a letter. If there are extra students, have some students pair up, and consider having a student or pair do a page on the history of the Aviator’s Alphabet.
4. Give students time to research the meaning of the word associated with their letter. Have them draw the letter and write and illustrate the definition.

Closure: Bind the papers together to make a class book titled, “The Aviator’s Alphabet.”

Extension 1: Let students pretend to be pilots and radio controllers and have them improvise a conversation using the Aviator’s Alphabet.

The Pilot's Clock: (Time, P.E.)

Grades: 1-6

Materials: Sidewalk chalk, one per group of 3-4 students; spray bottle with water or bucket of water

Practicing the Pilot's Clock

Preparation: Draw circles with a radius of approximately two feet on the black top, one circle per group of 3-4 students

Directions:

1. Review the term Four o'clock from NUGGET ON THE FLIGHT DECK. Remind students that the space around the pilot is like a clock and show them the diagram of the aircraft on the clock circle.
2. Tell students that they are going to practice using clocks to give information to pilots. Put them into groups of 3-4, and walk them outside to the circles.
3. Help student groups write times on the clocks. Younger students may need to have every hour written on the clock, while older students may only need 12, 3, 6, and 9. Challenge sixth graders to use roman numerals on their clocks.
4. Have students take turns being the pilot. Have them hold their arms in a v-shape, perpendicular to their chests. Tell students that this is the nose, or the front of the plane and that the nose always points to 12:00.
5. Have one student in each group be the **Bogey**. Call out, "Bogey at 12:00. Bogey at 4:00," and so on. Have the Bogey move around the pilot to the correct spot. Have the other students in the group help the Bogey find the correct location. Let each student have a turn being the Bogey.
6. Use water to wash off chalk, if necessary.

Track the Bogey Game

Preparation: Draw circles with a radius of approximately two feet on the black top, one circle per group of 3-4 students.

Directions:

1. Have one student in each group stand as the pilot in the center of the circle. Have pilots hold their arms in a v-shape perpendicular to their chests.
2. Remind students that the nose of the plane indicates 12:00 on the pilot's clock.
3. Have one student be the Bogey, one student be the aircraft controller, and if there is a fourth student, he or she can stand behind the pilot as a co-pilot.
4. Have the bogey stand outside the circle. Tell the aircraft controller to call out "Bogey at ___ o'clock."
5. When the pilot hears the radio caller, he or she responds, "Roger, that." The pilot then turns to face the bogey.
6. After students practice steps 3-5 a few times, tell them that they are going to do a math mock dogfight. Remind students that math skills are important to pilots.
7. Give the radio caller grade-appropriate math problems. Have the aircraft controller call out the math problems to the bogey and the pilot. If the bogey correctly answers the question before the pilot, he "shoots down the plane" and moves to the center of the circle as the new pilot, and the old pilot becomes the aircraft controller, and the aircraft controller becomes the new bogey.
8. Use water to wash off chalk, if necessary.

Carrier Facts: (Math, Word Problems)

Grades: K-6

Materials: Photocopies of grade-appropriate math problems

Directions:

1. Read the list of Carrier Facts from the back of NUGGET ON THE FLIGHT DECK to students.
2. Pass out photocopies of math problems for students to solve. (K-1 students may do problems as a whole class.) Correct together at the end of the session.

Extension: Have students use facts from the books to create word problems to share with classmates, or with a buddy class.

Name _____

Date _____

Carrier Facts Math (Addition and Subtraction)

1. The size of the flight deck is longer than 3 football fields. How long would two flight decks be?
2. Each anchor weighs about as much as 5 male African elephants. How much would two anchors weigh?
3. One link on the anchor chain weighs about as much as 6 third graders. How much would 6 links weigh?
4. There are 11 doctors and dentists on the Mother ship. If 7 out of the 11 are doctors, how many are dentists?
5. If there are 3,000 TVs on board, and 1,000 are watching the news and 1,000 are watching the science channel, how many TVs are left?

