

## EXTENSION ACTIVITIES

The Extension Activities listed below were developed to extend the questions on the article about students learning how to fly drones.

### PREDICTING

Prior to distributing this week's article, divide students into small groups. Write the headline, "These Students Are Learning How to Fly Drones—and They're Only in Middle School," on the board. Have each group write down in detail what they predict the article will be about. Then distribute the article and have them read it. Determine which group's prediction was the closest.

### WRITING ACTIVITY (BIOGRAPHY)

*(Common Core State Standards for English Language Arts: Research to Build and Present Knowledge—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation)*

- Read aloud, or have student volunteers read aloud, paragraph #8 of this week's article, "These Students Are Learning How to Fly Drones—and They're Only in Middle School," which mentions careers related to drone technology. Ask students to name anyone they have heard of who helped to invent or further the technology of manned or unmanned flight. The Wright brothers and Leonardo da Vinci are probably the most well known. Others include Ferdinand von Zeppelin, Montgolfier brothers (hot air balloons), and Tito Livio Burattini (glider). Write these names on the board.
- Tell students that in today's writing assignment, they will write a biography of a scientist or other person who helped to further the science of manmade flight. Write the following on the board:

Pick an inventor or other person who worked to develop manned or unmanned flight. Give a brief summary of his or her life, using descriptive language. To make your biography more appealing, look for an interesting incident that occurred in his or her life and describe it.

- Discuss the writing assignment with students, clarifying as necessary. Review where they might find accurate information on this topic (on the Internet, in books). You may want to refer them to the websites listed on the "For the Instructor" sheet.
- Distribute paper and pencils and have students begin writing.

### SPEAKING ACTIVITY (INFORMATIVE PRESENTATION)

*(Common Core State Standards for English Language Arts: Presentation of Knowledge and Ideas—Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience)*

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- Read aloud, or have a student volunteer read aloud, paragraph #'s 1–2 of this week's article, which state that nearly 10 years ago, only the military or police had drone technology. Have students name ways that they have seen or heard of drones being used.
- Tell students that for this week's speaking assignment, they will research the history and development of drones. Write the following on the board:

Use the Internet or other resources to learn about drones and how they have been developed.  
Give a short talk about the history of this technology.
- Discuss with students the importance of organizing their thoughts for the presentation and of preparing notes to refer to as they speak. Tell them they can use illustrations or other props to enhance their talk.
- Distribute paper, pencils and index cards (if available) and have students begin work on their presentations, and then deliver them to the class.

### ELL ACTIVITY—"Storyboards"

For this assignment, students will need sheets of poster board or white construction paper (12" × 18") and whatever art supplies are available at your site (colored pencils, crayons, felt-tip pens, etc.).

Have students form seven (7) groups, one for every two paragraphs in this week's news article about drones. Have groups read their assigned sections; then have them draw a picture to illustrate what their section of the article was about. Point out that group members can also add a caption to their completed illustration if they wish. When all groups have completed the assignment, attach the drawings in sequence to a long strip of butcher paper to create a storyboard of the article.

### PARENT/GUARDIAN INVOLVEMENT ACTIVITY—"Interviewing"

(**Note:** Make a copy of this activity for students to take home to complete with their parents/guardians.)

With your parent or guardian or other relative or friend, imagine that you are news reporters for a major newspaper. Imagine that you have been asked to interview Heath McLemore, the drone specialist mentioned in this week's news article. List five questions that you would ask him.

Bring your questions to share with the class.

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### DRAMATIC PLAY

Divide students into two groups to dramatize scenes involving drones. Encourage students to find props and to create signs for their dramatic presentations. Then have each group present its play to the other group.