



About the Book

Text Type: Nonfiction/Biography Page Count: 22 Word Count: 1,507

Book Summary

The first woman to cross the Atlantic in an airplane, Amelia Earhart was an extraordinary person and a brave pioneer in the new world of aviation. She set new standards for what women could achieve in the world. This informative book, filled with photos of Earhart and the planes she flew, chronicles her life from childhood to her mysterious disappearance in 1937.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge
- Sequence events
- Identify compound subjects
- Recognize and use homophones in sentences

Materials

Green text indicates resources are available on the website

- Book—*Amelia Earhart: A Legend in Flight* (copy for each student)
- Chalkboard or dry-erase board
- Sequence events, compound subjects, homophones worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *equator* (n.), *historic* (adj.), *legend* (n.), *navigator* (n.), *perished* (v.), *routes* (n.),

Enrichment: *accomplishments* (n.), *challenge* (v.), *designed* (v.), *expeditions* (n.),

instruments (n.), *opportunity* (n.), *plummeted* (v.), *publicist* (n.), *stunts* (n.)

Before Reading

Build Background

- Ask students what they know about flying and airplanes. Discuss how the first airplanes were different from today's planes. Ask students if they know the names of any famous aviators. If necessary, prompt them by asking if they have heard of Amelia Earhart and what they know about her.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Model making a connection to prior knowledge.
Think-aloud: The cover photo and title of the story remind me of a TV biography show I saw about Amelia Earhart. I thought she was a very interesting person. Because I already know some interesting things about her, I'm looking forward to learning even more about her life. I can turn to the table of contents to see what kinds of things I might learn about her in this book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the book. Each section title provides an idea of what they will read in the book. After reviewing the table of contents, model using it as a way to make connections to prior knowledge. For example, say: *The section titled, "What Happened to Amelia?" makes me think about what I already know about her disappearance.* Ask students if they know anything about how Earhart disappeared.
- Together, read through the headings of the other sections and ask whether they provide students with a better idea of what the book is about.
- Have students preview the rest of the book, looking at the photos, illustrations, captions, and map. Point out the index and explain its purpose.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary


- As students preview the book, point out any vocabulary that you feel may be difficult for them.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Write the following words from the content vocabulary on the board: *equator*, *legend*, and *navigator*.
- Point out that these three words can be found in the text and that knowing what they mean will help students understand what's happening as they read the book. Place students into small groups and give each group three pieces of blank paper. Ask them to write one of the three vocabulary words on each page. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *equator* in the dictionary. Invite a volunteer to read the definition for *equator*. Invite students to compare this definition with their prior knowledge of the word.
- Have students follow along on page 14 as you read the sentence in which the word *equator* is found to confirm the meaning. Repeat the exercise with the remaining vocabulary words.

Set the Purpose


- Have students think about what they know about airplanes and flying as they read the book to identify the important events in the life of Amelia Earhart.

During Reading

Student Reading

 **Guide the reading:** Have students read to the end of page 10. Encourage them to underline the words and phrases in the book that tell about events in Amelia Earhart's life. If they finish before everyone else, they should go back and reread.

- When they have finished reading, have students summarize what they read in the introduction. Ask why they think the author presented the events out of order with the rest of the book.
- Have students tell the events they underlined. Write the first event on the board: *Amelia Earhart was born on July 24, 1897, in Atchison, Kansas.* Ask individual students to come to the board and write the remaining events they found in the order in which they happened.
- Model making connections to prior knowledge.
Think-aloud: *I understood how Amelia felt at age 21 when she saw her first airshow because I remember my first airshow. They are very exciting.*
- Ask students if any of them have been to an airshow and, if so, what they remember about it. Ask students if they can understand how such an exciting event might change someone's life.
- Encourage students to read the rest of the book. Remind them to think about what they already know about planes and pilots as they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how making connections with information in the text that they know something about keeps them actively involved in the reading process and helps them understand and remember what they have read.

Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Ask students what they think the author's purpose was for writing the book and what they learned about Amelia Earhart that they didn't already know. Ask students what they think happened to her.
- **Introduce and model:** Review or explain that many writers present the events in a story in the order in which they happened. Ask students to think of a recent story they've read in which the events were written in order. If necessary, prompt with a familiar story, such as *Jack and the Beanstalk*. Explain to students that some writers do not present events in the order in which they happened. It is then up to the reader to look for signal words, such as *today*, *then*, *first*, and *after*, or time references, such as dates, to help them put the events in the order in which they occurred.
- **Check for understanding:** Refer to and review the events list on the board. Have students find and tell signal words and/or dates that they see on the board while you circle them.
- **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their answers.

 Instruct students to use the inside cover of their book to make a sequential list of people who influenced Amelia Earhart.

Build Skills

Grammar and Mechanics: Compound subjects

- Direct students to the first sentence on page 4. Ask them to tell what the sentence is about. Explain that this is called the *subject* of the sentence. The subject tells who or what the sentence is about. Write the following sentence on the board: *Giant black storm clouds filled the sky.* Ask students what they think the subject is. Explain that the words *giant*, *black*, and *storm* are adjectives that tell what the subject, *clouds*, looked like. The verb *filled* tells what the clouds did.
- Explain to students that when there is only one subject in a sentence, it is called a *simple subject*. Explain to students that some sentences have more than one subject, or a *compound subject*. Direct students to the first sentence on page 16. Ask students to tell the subjects of the sentence. Then ask them to tell what the subjects did. Explain that they can check their answers by using each subject separately in the sentence. Demonstrate by reading the sentence as follows: *Amelia first stopped ...* and *Fred first stopped...* Explain to students that you know both of these are subjects because they make sense with the verb.
- **Check for understanding:** Reinforce by directing students to page 17 and asking them to find the sentence that has a compound subject.
- **Independent practice:** Introduce, explain and have students complete the [compound subjects worksheet](#). If time allows, discuss their answers.

Word Work: Homophones

- Write the word *died* on the board and read the following sentence: *They did not fly well in bad weather, and many pilots died in crashes.* Ask students to tell the meaning of the word. Write the word *dyed* on the board and pronounce it. Ask students if the two words mean the same thing. Explain that these words are called *homophones*. They are words that sound the same but have different spellings and different meanings.
- Direct students to the second paragraph on page 9. Read the third sentence. Ask students to find a word that sounds like another word they know (*made*). Write the word on the board. Have students tell its meaning. Ask students for the meaning of the other word (*maid*—servant). Write it on the board and have students compare the spellings.
- **Check for understanding:** Write the following homophones on the board. Have students write the words and use each one in a complete sentence: *night/knight*, *sun/son*, *tale/tail*, *knew/new*, *red/read*.
- **Independent practice:** Introduce, explain and have students complete the [homophones worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Provide print and Internet resources for students to research other influential women of the past. Have students choose a person of interest and write a report that includes answers to *What*, *When*, *Where*, and *Why*. Encourage them to use sequential order to tell about the person's life. Have students share their report with the group.

Science Connection

Have students make paper airplanes of different shapes and sizes. Have them compare the distance each one flies, the construction of the planes, their weights, the person launching each one, and the current weather conditions (if outdoors). Chart their results. If possible, invite a pilot to talk with the class about different types of aircraft and about flying in general.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the reading strategy of making connections to prior knowledge to understand nonfiction text
- accurately identify and sequence important events in the story and on a worksheet
- accurately identify compound subjects during discussion and on a worksheet
- correctly identify and use homophones during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**