



About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 1,015

Book Summary

The Red Baron was the most feared pilot in the skies during World War I. With eighty victories in aerial combat, Manfred von Richthofen will be forever remembered as the leading ace of the conflict. *The Red Baron* describes Richthofen's life, focusing on his military career, pilot training, and rise to prominence, while framing his experiences in the historical context of World War I. Photographs, illustrations, and maps support the information in the text.

Book and lesson are also available for Levels W and Z.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand text
- Sequence events in the text
- Analyze and use compound sentences
- Identify and use the prefixes *bi-* and *tri-*

Materials

Green text indicates resources that are available on the website.

- Book—*The Red Baron* (copy for each student)
- Chalkboard or dry-erase board
- Photographs and illustrations of different planes
- Highlighters
- Posters
- Sheets of paper
- Photographs and illustrations cut out of an extra copy of the book
- Sequence events, compound sentences, prefixes *bi-* and *tri-* 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

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

- Content words:
 Story critical: **biplane** (n.), **nobles** (n.), **pilot** (n.), **trenches** (n.), **triplane** (n.), **World War I** (n.)
 Enrichment: **cavalry** (n.), **combat** (n.), **officer** (n.)

Before Reading

Build Background

- Have students raise their hand if they have flown on an airplane before. Ask students to show with a facial expression how they feel when they fly. Invite volunteers to share with the rest of the class their feelings about flying.

- Place on the board photographs and illustrations of different types of planes. Have students point to all the planes they recognize. Point to a picture and have a volunteer explain to the class the type of plane and how it is used. Identify the planes that students don't recognize.
- Have students work in groups to classify the planes as ones used for fighting and ones used for peaceful purposes. Invite volunteers to come to the board and group the planes into the two categories. Invite other students to rearrange the pictures as necessary until the pictures are correctly classified. Point out that many kinds of planes have been used in wars over the past hundred years.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Retell**

- Review with students that engaged readers stop now and then while reading to retell in their minds what is happening in the story. Remind them that a retelling includes as many details as the reader can remember and all the most important details.
- Explain to students that a retelling describes events from a story in the correct order. Point out that a biography is a retelling of a person's life. Explain to students that the retelling of a biography will follow a person's life from beginning to end and will involve the most important dates and events from the subject's life.
- Read aloud page 4 and model how to retell the information.
Think-aloud: *As I read this story, I will frequently stop and retell in my mind what I have learned. The first page of Richthofen's biography introduced the war that shaped his life. World War I began in 1914. The airplane was a recent invention, but thousands of men were trained to fight in the skies. These men were pioneers of a new warfare technology. Some of them became famous for their skill in plane combat. Manfred von Richthofen, also called the Red Baron, was the most famous of them all. This is how I would retell the first page of the biography. I used my own words to describe as many details as I could remember.*
- Have students discuss with a partner the difference between the retelling from the think-aloud and the paragraph from page 4. Invite volunteers to share their thoughts with the rest of the class. Explain to students that a retelling is in the reader's own words and will therefore be different from the text in the story.
- Remind students that a biography follows a person's life in chronological order. Point out to students the information on this page is an introduction about World War I and Richthofen's role as a pilot. Explain to students that biographies often begin with an introduction or a hook to grab the reader's interest before backing up and describing the life of the biographies subject from the beginning.
- Have students place sticky notes on the bottom of pages 7, 9, 11, 13, and 15. Explain to students that as they read, they will stop each time they see a sticky note to think about what has happened in the story so far and to retell the information in their own words.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that knowing the order in which the events happen in a text is important to understanding the story. Point out that in a biography, the events described are either major events in the subject's personal history or important historical events connected to the subject's life.

- Remind students that an author uses transition words to organize the order of events. Write on the board transition words such as *first*, *next*, *then*, and *finally*, and have students read the words aloud. Point out that in a biography, an author also uses dates and ages to describe the sequence of events.
- Model sequencing the events of a person's life, using your own as a model.
Think-aloud: *To describe the sequence of events of my life, I would start with the day I was born and then continue describing the major events and dates in my life. I was born on May 25, 1979. When I was just over one year old, my sister was born, in August of 1980. I started school in 1984 when I was five. I went to Brichta Elementary School for kindergarten. I graduated high school in 1997 and began my college years at the University of Arizona. I graduated college in 2002, when I was 23 years old. (Adapt think-aloud to personal information.)*
- Record the dates and events on the board as you describe them in the think-aloud.
- Draw a timeline on the board. Review with students how to fill in a timeline, and remind students that a timeline organizes the dates of events related to a subject. Point out that a timeline is a sequence of events.
- Begin the timeline with your birth date. Draw a point at the very beginning of the line, and write the date above the point and the corresponding event (your birth) beneath the line. Have students work with a partner to examine the dates on the board and to identify which event came next. Call on a student to identify the next important event. Continue this process until all dates are recorded and organized in the correct sequence on the timeline.
- Erase the information from the timeline, leaving it empty for the story. Write the words *The Red Baron* above the blank timeline. Explain to students that they will be creating a timeline to organize the important events related to Richthofen's life.
- Ask students to point to the date on page 4 and call it out to the front of the class. Write 1914 on the board, and have students share with a partner what happened on that date (the start of World War I). Remind students that this biography began with an introduction to grab the reader's interest but that it will back up and start at the beginning on the next page. Explain that it is important to keep track of the actual sequence of events, even when the story may present some events out of order for narrative effect. Point out that they can add this date to the timeline when they know where it fits in Richthofen's life.

Introduce the Vocabulary

- Remind students of the strategies they can use to sound 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, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Write the six story-critical vocabulary words on posters, and place the posters at the front of the class. Break students into six groups, and assign each group to a poster. Have groups discuss the definition of the word on their poster, referring to its context in the story to guide their discussion. Have students record a definition for the word on the poster. Then, have groups rotate to the left and repeat the process for the new word.
- After the groups have had a chance to work at each poster, ask students to return to their seats. Review the posters with students, and guide them to a consensus on a definition for each word. Write the words and their definitions on the board.
- Have students turn to the glossary on page 16. Remind them that a glossary is a list of words and their definitions related to the story. Have students find the first vocabulary word and read its definition aloud. Discuss how the glossary definition compares to the definition on the board. Repeat the process for the remaining vocabulary words.
- Have students work with a partner to find photographs or illustrations from the book that best illustrate each vocabulary word. Point to a word on the board, and invite volunteers to share with the rest of the class the photograph or illustration they chose and why. Continue with the remaining vocabulary words.

Set the Purpose


- Have students read to find out more about the life of Manfred von Richthofen, the Red Baron. Remind students to retell as they read, and encourage them to keep the sequence of events properly organized in their retelling.


During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Remind students of the sticky note at the bottom of page 7. Have students take a few moments to retell in their mind what they have read so far.
- Remind students that a retelling of a biography involves the sequence of events from a person's life, as well as important historical events connected to the subject of the biography. Pass out highlighters to each student, and have them highlight all the dates and ages from the first four pages of the story.
- Have students discuss with a partner what they learned about Richthofen's life on pages 5 through 7. Invite volunteers to share a detail with the rest of the class, and record details on the board. Discuss with students the dates associated with these events.
- Discuss with students the sequence of the events recorded on the board. Begin the new timeline by recording Richthofen's birth at the first point on the line. Ask students to help fill in the timeline by identifying the next date or event. Continue until all pertinent information from pages 5 through 7 is recorded on the timeline.
- Point to the date *1914* written on the board. Remind students that this date was mentioned in the introduction as the start of World War I. Ask students to point to the spot on the timeline where this date belongs.
- Review with students the words authors use to organize a sequence of events, such as transition words and ages. Have students discuss with a partner the transition words they would use to describe the events on the timeline (*first, next, then, and finally*). Invite volunteers to share with the rest of the class a transition word, and record it above the specified date on the timeline.
- Discuss with students how Richthofen's age corresponds to important dates in the timeline. Have students point to the sentences that describe his age, and show students where these details fit on the timeline. Add his age to the bottom of the timeline at the appropriate spots.
- Point out that the timeline and the details on the board will guide the retelling and help keep the events in the retelling in the right sequence.
- Model retelling page 5.
Think-aloud: On page 5, the story started its description of Manfred von Richthofen's life from the beginning. When I retell the information from this page, I include as many details as I can remember and describe them in the correct sequence of events. My retelling is as follows. Manfred von Richthofen was born in Germany in 1892. His family, with a sister and two brothers, were minor nobles. Sometimes, people called Richthofen a baron. He liked to hunt and ride horses. Since Richthofen's father was an officer in the cavalry, he wanted his sons to join the military, too. When Richthofen was eleven, he was sent to military school. He was a good athlete. He finished school and then became a cavalry officer in 1911. That is how I would retell information from this page. A correct sequence of events is necessary for an understandable retelling.
- Have students retell the information from page 6 to a partner. Remind them to use their own words in the retelling and to refer to the timeline and the story as necessary.
- Ask students to discuss with a partner the difference between the retelling and the timeline. Explain to students that a retelling includes all the details and descriptions from a story, while a timeline lists just the most important events and their dates in the correct sequence. Point out that a retelling should include more information than a timeline shares.
- **Check for understanding:** Have students read pages 8 through 11. Remind students to stop at every sticky note and retell in their mind what they have read.

- Have students highlight the dates and ages described on these four pages of the story.
- Have students work in groups to discuss the events from Richthofen's life as described on these pages of the story. Have them decide what important events and dates belong on the timeline. Invite volunteers to help you continue the timeline on the board by identifying the next date and event for you to record. Continue until all dates and events have been entered on the timeline in the correct sequence of events.
- Point out that the events are described in concise wording, and only the most important details are included.
- Have students practice retelling the information from pages 8 and 9 to a partner, referring to the timeline on the board. Ask students to use appropriate transition words for each event, and remind them that the retelling will involve more details and descriptions than a timeline.

 Have students read the remainder of the book. Ask students to highlight all the remaining dates in the book. Remind them to stop at each sticky note and retell in their mind what they have read, focusing on the correct sequence of events. Encourage students to use transition words in their retelling and to make sure the retelling is in their own words.

 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

- Have students discuss with a partner the details from the concluding pages of the biography. Invite volunteers to share a detail with the rest of the class, and record the information on the board.
- **Think-aloud:** *The last page of the biography concludes the story. First, it discussed the theories on who actually shot Richthofen. It might have been a Canadian pilot or an Austrian gunner, but no one knows for sure. At the time of his death, Richthofen had eighty confirmed victories. He was the greatest ace of World War I and a national hero to Germany. People still remember the legendary Red Baron more than one hundred years after the war that made him famous. This is how I would retell the last page of the story.*
- Explain to students that just as the beginning of a biography is the introduction and sometimes moves outside the sequence of events of the person's life, the ending of the biography is the conclusion. A conclusion also has a special job, to summarize the main points for a powerful ending. Point out that on the last page of this story, the conclusion describes the final event of Richthofen's life (his death) and ends with a summary of his importance in history.
- Have students retell to a partner the section "The End of the Red Baron." Remind students to use their own words in the retelling and to ensure they describe the events in the correct order with details and descriptions. Invite volunteers to share their retelling with the rest of the class.
- Ask students to discuss with a partner how retelling the story helped them to better understand and remember it.

Reflect on the Comprehension Skill

- **Discussion:** Review the timeline on the board. Have students share with a partner other important dates from the conclusion of the story, and invite students to share a date with the rest of the class. Record dates on the board. Point to a date, and have students work with a partner to search through the story and find the events corresponding to the specified time. Invite volunteers to describe the events associated with the date, and record events on the timeline on the board.

- Place on the board illustrations and photographs cut out from an extra copy of the book, in an incorrect sequence. Have students work with a partner to organize the pictures into the correct sequence of events, referring to the timeline. Invite a volunteer to come to the board and rearrange the illustrations and photographs into the correct order. Have students describe to a partner the sequence of events presented in the illustrations and photographs, and remind them to use transition words.
- **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. Encourage students to refer to the timeline and dates on the board as they fill out their worksheet. Ask students to work with a partner to check their work.
- **Enduring understanding:** In this book, you learned about Manfred von Richthofen, the Red Baron. Why is Richthofen one of Germany's national heroes? What makes a person a hero?

Build Skills

Grammar and Mechanics: **Compound sentences**

- Write the following sentence on the board and read it aloud with students: *The sides were evenly matched, and neither could advance far before being stopped again.* Ask students to identify with a partner the two smaller sentences contained within this longer sentence. Invite a volunteer to come to the board and underline the smaller sentences.
- Have students point to the word that joins the two sentences together. Circle the word *and*.
- Explain to students that a *compound sentence* is a sentence *made up of two or more simple sentences*, connected with a comma and a conjunction. Point out that the word *and* is the conjunction in this sentence.
- Review with students that a simple sentence can stand on its own and has a subject and predicate. Have students discuss with a partner the subject and predicate for each of the two simple sentences. Invite volunteers to identify the sentence parts for the rest of the class. Write the letter *S* above the two subjects and the letter *P* above the two predicates.
- Explain to students that when simple sentences are connected in a compound sentence, they are clauses of that sentence.
- Remind students that *conjunctions* are *connecting words that join clauses* in complex sentences. Ask students to name examples of conjunctions, and record them on the board: *and, but, or, so, therefore, however, and for*.
- Write two sentences on the board, one a compound and the other a simple sentence. Have students identify with a partner the compound sentence and discuss how they know it is compound. Ask students to point to the compound sentence. Invite a volunteer to explain to the rest of the class why the sentence is compound.
- Have students share with their partner the conjunction used in the compound sentence. Invite a volunteer to come to the board and circle the conjunction word. Point out to students that the two clauses are typically joined with a comma followed by a conjunction. Discuss with students how the comma and conjunction take the place of a period for the first clause.
- Have students discuss with a partner why an author would choose to join two simple sentences together as a compound. Discuss with students sentence fluency, keeping writing fresh and interesting, and the emphasis of a strong relationship between two ideas. Point out that the sentences need to have similar content to work together in a compound sentence.



Check for understanding: Have students work with a partner to locate and underline at least two compound sentences in the book. For each sentence, have students circle the comma and conjunction. Invite volunteers to share with the rest of the class the clauses that make up each compound sentence. Point out that a sentence is not a compound just because it has a comma—it has to combine two simple sentences into one.

- **Independent practice:** Introduce, explain, and have students complete the **compound sentences worksheet**. If time allows, discuss their answers aloud after students finish.

Word Work: Prefixes *bi-* and *tri-*

- Write the word *plane* on the board and read it aloud with students. Invite a volunteer to share with the rest of the class the meaning of the word.
- Write the words *biplane* and *triplane* on the board. Review with students the meaning of these vocabulary words. Have students discuss with a partner how the definition of each word compares to the definition of *plane*.
- Explain to students that a *prefix* is a word part that *comes at the beginning of a word and changes its meaning*. Point out that *bi-* and *tri-* are both prefixes. Have students share with their partner their thoughts on the meaning of each prefix, on the basis of the words *biplane* and *triplane*.
- Explain to students that the prefix *bi-* means two and the prefix *tri-* means three.
- Write the words *bicycle* and *bilingual* on the board. Have students point at the prefixes in both words, and invite volunteers to come to the board and circle them. Discuss with students the meaning of the root words. Have students work with a partner to define both words by applying the prefix to the original meaning. Invite volunteers to share their definitions with the rest of the class, and record accurate definitions on the board.
- Have students share with a partner how the words would change if they removed the prefix *bi-* and added the prefix *tri-* to the words. Invite volunteers to come to the board and record the new words on the board. Have students discuss with their partner how the definitions of the words have changed, and invite volunteers to share their comparison with the rest of the class.
- **Check for understanding:** Write the word *centennial* on the board. Define the word for students. Have students apply the prefixes *bi-* and *tri-* to the word and say the new words to a partner. Have students discuss the meaning of the new words with their partner and work together to use the words in oral sentences.
- **Independent practice:** Introduce, explain, and have students complete the [prefixes *bi-* and *tri-* worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have students demonstrate how a reader retells while reading to someone at home.

Extend the Reading

Biographical Writing and Art Connection

Write on the board a list of other famous people connected with World War I. The list could include the following: Archduke Franz Ferdinand, Emperor Wilhelm II, Winston Churchill, and ace Francesco Baracca (if you do the Social Studies Connection activity, choose names from those they discussed). Provide to students a brief synopsis of each person's achievements, and have students pick a name from the list that interests them the most. Have students find a partner who chose the same person and work in pairs to research the life of their chosen individual. Encourage students to focus on the subject's personality and character, accomplishments, and influence. Provide students with a graphic organizer to order their notes. Have students write a five-paragraph biography on their chosen individual. Remind students to use an introduction and a conclusion, and to write about the individual's personality, accomplishments, and influence. Ask students to draw a portrait of their subject to accompany the report.

Visit WritingA-Z.com for a lesson and leveled materials on biographical writing.

Social Studies Connection

Discuss with students the major events involved in World War I. Use appropriate photographs and video excerpts, along with picture books or beginning chapter books, to cover the historical impact of the war and the people involved. Create a timeline on the board. Work with students to fill out the timeline with events and dates they learned in the discussion. Draw the timeline on a giant poster. Break students into groups, and assign each group to an (appropriate) event. Provide age-appropriate materials to groups to research their event in more detail. Have them add details they learned to the timeline. Then, have students illustrate their timeline by drawing or printing pictures and attaching them.

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 strategy of retelling to comprehend the text during discussion;
- accurately identify a sequence of events in text, during discussion, and on a worksheet;
- correctly analyze and use compound sentences during discussion and on a worksheet;
- accurately use the prefixes *bi-* and *tri-* during discussion and on a worksheet.

Comprehension Checks

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