

### Focus Question:

Who is Amelia Earhart, and why is she a legend?

### Book Summary

Text Type: Nonfiction/Historical

Who was the first woman to cross the Atlantic in an airplane? *Amelia Earhart: A Legend in Flight* provides students with a historical look at Earhart's accomplishments in aviation. The book can also be used to teach students how to sequence events in a text and to identify compound subjects.

The book and lesson are also available for levels Q and T.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Sequence events in a text
- ☐ Describe information provided by photographs
- ☐ Identify compound subjects
- ☐ Recognize and use homophones in sentences

#### Materials

- ☐ Book: *Amelia Earhart: A Legend in Flight* (copy for each student)
- ☐ Sequence events, compound subjects, homophones worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *aviator* (n.), *disappeared* (v.), *legend* (n.), *navigator* (n.), *perilous* (adj.), *pilots* (n.)

**Enrichment:** *endeavors* (n.), *fabrication* (n.), *inclement* (adj.), *manifold* (n.), *static* (n.), *tailspin* (n.)

- **Academic vocabulary:** *already* (adv.), *control* (n.), *design* (v.), *difficult* (adj.), *fragile* (adj.), *route* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students what they know about the word *legend*. Discuss how legends improve the world. 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.

##### Introduce the Book

- Give students their copy of *Amelia Earhart: A Legend in Flight*. 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that engaged readers connect their prior knowledge to the topic they are going to read about. Explain that readers make connections with what they know while reading and that this helps them better understand and remember the information in the book. Have students use the photograph on page 9 to make a connection to their prior knowledge. Ask students to discuss these connections in a group. Invite volunteers to share their thoughts with the rest of the class, and discuss how their connections may help them better understand and remember the book.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Sequence events

- Review or explain that the events of a text are generally told in a specific order, from beginning to end. Explain that certain words are often used to explain a sequence of events. Write the following words on the board and read them aloud with the class: *first*, *next*, and *last*.
- Review with students a book the class has previously read or is familiar with. Have students work in groups to sequence the events of the story, and guide students to a class consensus. Have students work with a partner to predict the events for *Amelia Earhart: A Legend in Flight* on the basis of the photographs and section heads in the book.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 22. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about Amelia Earhart and why she is a legend. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- When did Amelia first cross the Atlantic in an airplane?* (level 1) page 4
- What was the sequence of events of Amelia Earhart’s flight as a pilot across the Atlantic?* (level 3) pages 5 and 6
- What conclusions can you draw about early pilots?* (level 3) pages 7 and 8
- How would you describe Amelia as a professional?* (level 1) multiple pages

- Which facts from the text support the idea that Amelia was adventurous?* (level 3) multiple pages
- How did Amelia choose her route around the world?* (level 3) pages 14–16
- How is the Itasca related to Amelia Earhart?* (level 3) page 19

#### Text Features: Photographs

Explain that photographs help readers know exactly what something looks like. Have students work with a partner to read the first paragraphs on page 19. Have students review the photograph on page 20. Ask students: *How does the photograph support details in the text? Does the photograph match the image in your mind? Why are photographs important text features?* Have students review other photographs in the book and discuss in groups the details they provide. Invite volunteers to share their thoughts with the rest of the class.

#### Skill Review

- Model for students how you make connections to prior knowledge. Have students discuss connections they made between their prior knowledge and what they read in the book with a partner. Invite volunteers to share their connections with the class.
- Ask students to identify the sequence of events that happened before Amelia disappeared. Encourage them to use sequencing words (*first*, *next*, *last*) in their discussions.
- Model sequencing events of the story.  
**Think-aloud:** *The book is providing me with many events from Amelia Earhart’s life. First, she was born in Kansas in 1897. When she was twenty-one, she moved to California with her family. There, she attended an air show and learned how to fly. Next, Amelia moved to Boston and worked at Denison House. Then, she left work to pursue an opportunity to be the first woman to travel across the Atlantic Ocean in a plane. I will continue reading to find out what happens after this.*
- Model how to complete the **sequence events worksheet**. Have students identify events from the book and circle them. Then, have students discuss the events with a partner and determine their sequence.

### 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.

### Guiding the Reading (cont.)

#### Skill Review

##### Worksheet: Sequence events

Review the sequence events worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the order of events they chose. Discuss with students the justification for choosing this order.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics of Amelia Earhart and how she became a legend. Sample: *Amelia was a determined person who broke barriers for women in flight.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics: Compound subjects

- Direct students to page 8. Have a volunteer read the third sentence aloud. Ask students who or what the sentence is about (*planes*). Explain that this is called the *subject* of the sentence and that the *subject* tells who or what a sentence is about.
- Point out that some sentences have more than one subject. Write the following sentence on the board: *After a tune-up in Miami, Florida, for the long flights ahead, Amelia and Fred started the route around the equator that George Putnam had carefully planned.* Ask students to identify the subjects of the sentence (*Amelia and Fred*). Then ask them to tell what the subjects did (*started the route*). Explain that they can check their answers by using each subject separately in the sentence. If the sentence makes sense using each subject separately, then it is a compound subject.
- **Check for understanding:** Direct students to page 18 and ask them to find the sentence that has a compound subject. (*The Itasca and two other U.S. ships were ordered to turn on all their lights to light the flight path and help the plane find the island.*) Ask a volunteer to check the answer by using each subject separately in the sentence. Ask students to give an example of a sentence from page 18 with one 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 *plane* on the board and read it aloud with students. Read the following sentence from page 19: *The Itasca immediately joined the U.S. Navy in searching for Amelia's plane.* Ask a volunteer for the meaning of the word in the sentence. Write the word *plain* on the board and say it aloud. Ask students if the two words mean the same thing. Explain that these words are called *homophones* because they are words that sound the same but have different spellings and meanings.
- Have students turn to page 8. Read the first paragraph aloud as students follow along. Ask students to point to the word *died*. Write the word on the board. Ask a volunteer to give its meaning. Ask students what other word sounds like *died* but is spelled differently (*dyed*). Ask a volunteer to tell its meaning. Write it on the board and have students compare the spellings of the two words.
- **Check for understanding:** Read the following sentence from page 13 aloud: *She even helped launch two airlines: Transcontinental Air Transport, which would become Transworld Airlines (TWA), and Northwest Airlines.* Ask students to identify the homophones (*two, which, and would*). Have students write the words on the inside of their book, with the correct homophones written beside them (*too and to, witch and wood*). Have students work with a partner to use each one in a complete sentence. Invite students to share their sentences with the class.
- **Independent practice:** Introduce, explain, and have students complete the **homophones worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.