



About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 1,492

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 T and W.

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 time and order words

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
- Photographs and illustrations cut out of an extra copy of the book
- Sheets of paper
- Sequence events, compound sentences, time and order words 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: **ace** (n.), **aviator** (n.), **squadron** (n.), **trenches** (n.), **triplane** (n.), **World War I** (n.)
 Enrichment: **adversaries** (n.), **cavalry** (n.), **maneuverable** (adj.), **revere** (v.), **stalemate** (n.), **synchronizing** (v.)

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 what type of plane is presented and how it is used. Identify the planes that students don't recognize.
- Have students work with a partner 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.
- Remind 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 follows 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 revealed one episode from Manfred von Richthofen's time as a fighter pilot. In 1917, Canada's top ace, Billy Bishop, was flying patrol over France. The Canadian pilots spotted German pilots, and they engaged in combat. Bishop went up against a red German plane. They both put bullet holes in each other's planes, and Bishop realized that the pilot he was fighting was unlike any he had faced before. Other British planes arrived, and the German planes flew away. Bishop never forgot the fight. Bishop landed safely at his home airfield; he was lucky to have escaped unharmed. The pilot he faced was Germany's best ace, Manfred von Richthofen, the Red Baron. 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 on 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 will follow a person's life in chronological order. Point out to students that the information on this page jumps to an episode in the middle of Richthofen's life and is from the perspective of another character. 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 biography's subject from the beginning. In this case, the biography uses an exciting story about Richthofen's skill as pilot to catch the reader's interest and set the tone for the biography.
- Have students read page 5 aloud to a partner. Have each student in the pair retell the information to their partner, and remind students that both retellings should be different because they will be in the students' own words. Invite volunteers to share their retelling with the rest of the class. Ask students to nod their head if the biography has backed up to the beginning of Richthofen's life and to shake their head if it has not.
- 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.)*
- Have students record the dates and events on a separate sheet of paper as you describe them in the think-aloud. Discuss with students how they know which event came first, which event was next, and so forth. Remind students that dates are tools to organizing the sequence of events in a biography.
- 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. Invite students to identify which event comes next by examining the dates on their sheet of paper. Continue this process until all dates are recorded and organized in the correct sequence on the timeline.
- Have students create a timeline for their own life on a separate sheet of paper. Ask students to share their timeline with a partner.
- 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 1917 on the board, and have students share with a partner what happened in that year (Billy Bishop fought with Richthofen). 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 their 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 work with a partner to read the definitions for the vocabulary words, and discuss how the glossary definition compares to the definition on the board.
- 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.
- Have students write a sentence for each of the vocabulary words. Ask them to share their sentences with a partner.

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 review what they learned about Richthofen's life on pages 5 through 7. Call on students to share a detail with the rest of the class, and invite them to record it on the board. Discuss with students the dates associated with these events.
- Begin the new timeline by recording Richthofen's birth at the first point on the line. Have students discuss with a partner how they would arrange the details on the board in a timeline. Invite students to help fill in the timeline by coming to the board and adding the next date and event in its accurate location. Continue until all pertinent events from pages 5 through 7 are recorded on the timeline.
- 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 come to the board and record a transition word above the chosen date on the timeline. Have students describe the sequence of events to a partner, using appropriate transition words.
- 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, keeping 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. He was an expert shot. 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 but an average student. 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 write a retelling for the information from page 6. Have them read their retelling 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 date 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 in these four pages of the story.
- Have students consider the events from Richthofen's life as described in these pages of the story. Have them decide with a partner what important events and dates would belong on the timeline. Invite volunteers to help you continue the timeline by recording dates and events on the timeline in their appropriate places. Continue until all dates and events have been entered on the timeline in the correct sequence of events.
- Discuss with students how they could determine Richthofen's age for important dates later in the story since the author stops referencing his age. Have students work with a partner to use his birth date to determine Richthofen's age for major events, such as when he shot down his first plane. Point to dates on the timeline, and have students call out how old Richthofen was at the time. Add his age to the appropriate places on the timeline.
- Point out that the events are described in concise wording and only the most important details are included.
- Point to the date **1917** written on the board. Remind students that this date was mentioned in the introduction as the time Billy Bishop clashed with Richthofen. Ask students to point to the spot on the timeline where this date belongs.
- Have students practice retelling the information from pages 8 through 11 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. Invite volunteers to share their retelling with the rest of the class, and ask the other students to listen for the transition words used. Invite volunteers to come to the board and record a transition word used in the retelling.
- ✏️ 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 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.
- **Think-aloud:** *The last page of the biography concludes the story. First, it declared Richthofen as the greatest ace of World War I because he had eighty confirmed victories. The story then referred to several other skilled fighters in the skies, such as Rene Fonck from France, Billy Bishop from Canada, and Eddie Rickenbacker from America. Although all these pilots had many victories as well, none of them reached eighty. The story concludes by affirming Manfred von Richthofen as the fighter pilot that most people remember best, securing his place in history as the legendary Red Baron. 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 summarizes Richthofen's importance in history.
- Have students work with a partner to discuss and then write a retelling of the section "The End of the Red Baron." Remind students to use their own words in the retelling and to describe the events in the correct order with detail and description. Invite volunteers to read their retelling to the rest of the class.
- Have students work with a new partner to retell the entire story. Encourage them to focus on one section at a time. As students work on retelling the biography, monitor the classroom and listen to ensure students are using their own words to retell the events of the story, placed in the correct order with sufficient detail.
- 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 discuss with a partner the important events from their retellings and locate their highlighted dates in the story. Invite volunteers to share a date with the rest of the class. Record all dates on the board. Call on a student to share the event associated with a particular date, and add the information to the timeline. Only add a few events, leaving the timeline unfinished.
- Have students discuss with a partner how they would finish the timeline. Invite volunteers to come to the board and add a date and corresponding event to the timeline in the correct location. Continue until the timeline is complete.
- 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 as necessary. Invite a volunteer to come to the board and rearrange the illustrations and photographs into the correct order, and then ask other students to come and write an appropriate transition word above each one. Invite volunteers to describe to the rest of the class the sequence of events presented in the illustrations and photographs, and remind them to use the transition words.
- Erase the timeline from the board before students begin their worksheet.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). Ask students to compare their timeline with a partner's.
- **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 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. Call on students 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.
- Review with 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. Have students give examples of conjunctions and record them on the board: *and, but, or, so, therefore, however, and for*.
- Write several sentences on the board, some compound and the others simple sentences. Ask students to point to the compound sentences. Invite a volunteer to explain to the rest of the class how he or she knows they are compound.
- Have students write the sentences on a separate sheet of paper. For each sentence, have them underline the two clauses and circle the conjunction. Have them write an *S* above the subject of each clause and a *P* above each predicate.
- Have students call out the conjunctions used in the compound sentences. Invite volunteers to come to the board and circle the conjunction words. 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 eight compound sentences in the book. For each sentence, have students circle the comma and conjunction. Have them write the letter *S* above the subject of each clause and the letter *P* above the predicate of each clause. Invite volunteers to share with the rest of the class a sentence they underlined, and have other students identify the two clauses that make it a compound. 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.

Word Work: Time and order words

- Review with students the transition words used to organize a sequence of events (*first, then, next, finally*, and so on). Explain to students that writers present events in a particular order, and they use words like these transition words to help clarify that order. Point out that time and order words are especially important in a biography, where the focus is on the chronology of a person's life.

- Discuss with students other words that convey time. Write the word *Time* on the board, and have students share with a partner different ways we express time. For example, we talk about time of the day, months, weeks, years, seasons, and holidays. Invite volunteers to share a time word with the rest of the class, and have other students give a thumbs-up signal if they agree with the word. Record appropriate words on the board beneath the *Time* heading. The list may include the following: *day, night, winter, summer, 2014, 1900s, Monday, Friday, July, December, January 1916*, and so on.
- Write the following dates on the board: *April 30, 1917*, and *May 1915*. Review with students how to read dates. Point out that dates are also time words because they describe points in time.
- Discuss with students other words that convey order. Point out that the word *first* indicates what a person does at the beginning, the word *second* describes the very next step, and so on. Have students share with a partner different ways we express order. For example, we use ordinal numbers and preposition words. Invite volunteers to share an order word with the rest of the class, and have other students give a thumbs-up signal if they agree with the word. The list may include the following: *first, second, third, before, after, during*, and so on.
- Model for students the way to describe the steps in a simple process, such as making a sandwich. Ask students to listen carefully for the time or order words you use. Then, have them share with a partner every example of time and order words they heard in your description.
- Have students work with a partner to describe the process of playing a board game. Remind them to use time and order words in their description. Invite volunteers to share their description with the class.

Check for understanding: Have students review the story with a partner, highlighting all time and order words. Point out that they highlighted dates earlier, and dates are time and order words because they describe a specific point in time. Invite students to share with the rest of the class a word they found, and have other students give a thumbs-up signal if they agree with it.

- **Independent practice:** Introduce, explain, and have students complete the [time-and-order-words 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 persons 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 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 two-page biography on their chosen individual, and encourage them to write about the person's personality, accomplishments, and influence. Remind students to use an introduction and a conclusion, and body paragraphs with topic sentences. 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. Have students discuss with a partner what they would include in a timeline about World War I. Invite volunteers to share events with the rest of the class, and record them on the board. Work with students to fill out the timeline by arranging the events and their dates in appropriate spots on the line. 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 time and order words during discussion and on a worksheet.

Comprehension Checks

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