

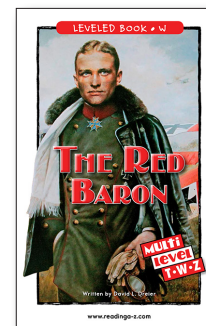
Key Question

How did the use of planes make World War I a different kind of war?

Vocabulary

Academic vocabulary: *confirmed (v.), discipline (n.), minor (adj.) period (n.), rather (adv.), several (adj.)*

Discuss each academic vocabulary word with students. Point to the use of each 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. 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. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.



Story words

- *biplane (n.), nobles (n.), squadron (n.) trenches (n.), triplane (n.), World War I (n.)*

Enrichment words

- *adversaries (n.), cavalry (n.) encounter (n.), maneuverable (adj.) officer (n.), stalemate (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *The Red Baron*.

Ask and answer questions

Before students read, model a think-aloud while taking a picture walk through the first few pages of the book. Pose questions, ideas, or wonderings, and record them in the margins of the book. Have students do the same with the remainder of their books. While reading, have students annotate the text by writing answers to their original questions or new questions they may have. After reading, have students share one question they had about the text. Write these questions on the board. Have students look for evidence that supports answers to these questions.

Text features: Photographs and captions

Explain that photographs are important when reading because they provide the reader with additional information. Have students locate the photographs within the book. Draw students' attention to the captions. Ask students what information is provided by the captions. Ask students how the photographs and captions are helpful for understanding the text.

Graphic organizer: Sequence events

Model and discuss how to complete the lesson graphic organizer by locating the evidence from the text. Discuss the importance of organizing events in their correct order. Have students complete the [graphic organizer](#). After reading, have students share the information in their graphic organizer with a partner.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What was the Red Baron's real name? (level 1)*
- *Describe Richthofen's childhood. (level 3)*
- *What made being a fighter pilot dangerous? (level 2)*
- *What is an "ace"? (level 1)*
- *Why was Richthofen's squadron of planes called the "Flying Circus"? (level 2)*
- *How did the Red Baron die? (level 2)*

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Choose at least six major events from the book. Record the date and a description of each event. When given, record Richthofen’s age at the time. Using this information, create a timeline of Richthofen’s life on the other side of the paper.



DATE	EVENT