Comprehension

GENRE: NARRATIVE NONFICTION

Have a student read the definition of Narrative Nonfiction on Student Book page 734. Students should look for a story describing actual or historical events.

STRATEGY

MONITOR COMPREHENSION

Remind students to use various strategies for monitoring their own understanding, including generating questions, asking for help, adjusting reading rate, and rereading to clarify.

SKILL

AUTHOR’S PERSPECTIVE

Identifying the author’s perspective involves looking for clues about why the author wrote the piece and how the author feels about the subject.

Vocabulary

Vocabulary Words  Review the tested vocabulary words: applauded, headlines, unstable, glider, wingspan, assured, and hoisting.

Selection Words  Students may be unfamiliar with these words. Pronounce the words and give meanings as necessary.

sultan (p. 736): a ruler of some Muslim countries
cogs (p. 738): the teeth on the wheels that turn machinery
baby buggy (p. 738): a four-wheeled baby carriage that is pushed
calculations (p. 747): answers or predictions figured out mathematically
Preview and Predict

Ask students to read the title, preview the illustrations, and note questions and predictions about the selection. How long ago do they think these events took place? Have students explain their answers and write about their predictions and anything else they want to know about the story.

Set Purposes

FOCUS QUESTION Discuss the “Read to Find Out” question on Student Book page 734. Remind students to look for the answer as they read.

Point out the Author’s Perspective Map in the Student Book and on Practice Book page 209. Explain that students will fill it in as they read.

Read My Brothers’ Flying Machine

Use the questions and Think Alouds to support instruction about the comprehension strategy and skill.

Read Together

If your students need support to read the Main Selection, use the prompts to guide comprehension and model how to complete the graphic organizer.

Read Independently

Remind students to set and adjust their reading rate based on their purpose for reading. Suggest that they use their purposes to choose their reading strategies.

If your students need alternate selections, choose the Leveled Readers that match their instructional levels.

Technology

Story available on Listening Library Audio CD
I was four years old when Papa brought home a little flying machine. He tossed it into the air right in front of Orv and Will. They leaped up to catch it.

“Is it a bat?” Orv asked. Or maybe it was Will. When at last the “bat” fell to the floor, they gathered it up like some sultan’s treasure, marveling at its paper wings, admiring the twisted rubber band that gave it power. I wanted to touch it, too, but they would not let me, saying I was too little, though I was but three years younger than Orv, to the very day.

When the “bat” broke, they fixed it together, Will directing Orv—with his busy hands—tinkering till the toy worked better than when Papa first brought it home.

Our older brothers, Reuchlin and Lorin, looked down on childish activity, but Will was not put off. He made one, and two, and three more “bats,” each one bigger than the last. Orv was his constant helper. I stood on tiptoe by the table, watching them work.

Will shook his head. “On a much larger scale,” he said, “the machine fails to work so well.” They both were puzzled. They did not know yet that a machine twice as big needs eight times the power to fly.
Develop Comprehension

3 Author’s Perspective

What special talent does the author think Orv and Will had? What clues on page 736 tell you? (The author shows that they had an unusual talent for working with mechanical things. The narrator says that they fixed the broken “bat” together. She also says that they were able to make it work better than when their father first brought it home. Soon they had made three more “bats,” and were able to tell why the larger ones didn’t work so well.) Add this information to your Author’s Perspective Map.

4 Plot

Foreshadowing is a technique that authors use to give the reader clues about what will happen later in a narrative. Find an example of foreshadowing on page 736. What can you predict from this clue? (The narrator uses the word yet when she says that the brothers did not know how much power a larger machine would need to fly. I can predict that they will find out later, when they build a larger machine.)
After that, Will built sturdy kites, which he sold to his pals in school. Orv made a printing press, with an old tombstone for a press bed, wheels and cogs from a junkyard, and the folding top of my old baby buggy that he had found in the barn. My, it made me smile to see it.

Papa and Mama applauded their efforts. Orv’s press could print a thousand pages an hour. A printer from the great city of Denver came to visit and climbed under and over Orv’s baby-buggy press. At last he laughed, amazed. “Well it works,” he said, “but I certainly don’t see how.”

Orv and Will made many messes, but Mama never complained. She’d always been the one who gave them a hand building things when they were boys. Poor Papa. He knew God’s word well enough, but not how to drive a nail.

When dear Mama died of tuberculosis, I took over her role: keeping the house, making the meals, and always giving the boys applause, even after I graduated from college and worked as a teacher.

Reread the list of items that Orv used to build the printing press. What does it tell you about the kind of person he was? (He seems to have been very creative and resourceful when it came to finding materials and supplies for his inventions. Even if he did not have a lot of money, he was smart enough to make a working machine out of unexpected items.)
Develop Comprehension

GENRE: NARRATIVE NONFICTION

In what you have read so far, what information helps to identify this selection as narrative nonfiction? Consider the narrator’s point of view in your answer. (The selection is filled with details that make it seem like a factual account. Orville and Wilbur Wright were actual people. Through the first-person narrator, the author includes details about family members and their personalities. By using first-person narration instead of third person, the author tells the events in a warm and natural way, rather than as cold facts.)
Will and Orv never went on in school. They ran a print shop, then a bicycle shop, repairing and making custom-built models they called the Van Cleve and the St. Clair. Theirs was not the biggest bicycle shop in Dayton, but I like to think it was the best.

Will and Orv. Orv and Will. They worked side by side in the bicycle shop, whistling at the same time, humming the same tune. They even—so Will said—thought together.

Some folks mistook them for twins, though they looked nothing alike. Will had a hawk’s face, and Orv a red mustache. Orv was the neat one. He wore special cuffs for his sleeves and a blue-and-white-striped apron to protect his clothes. But Will—land’s sake, he was a mess. I had to remind him when his suit needed pressing and when his socks did not match, or find him one of Orv’s shirts when he was ready to go off to give a speech.

Author’s Perspective

What clue to the author’s perspective on Will and Orv can you find on page 740? Support your answer with examples from the text. (The narrator says she thinks their bicycle shop was the best in Dayton. She describes how well they worked together, even though they were different in many ways. She points out how people mistook them for twins, how they would hum the same tune, and how Will even said they thought together. The author thinks they had a very special kind of partnership.) Add this information to your Author’s Perspective Map.

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Author’s Perspective

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740
What are some examples of the important details that the author includes in the story? (She tells how interested the boys were in the first flying machine model that they saw, and how they fixed it and built more. She tells how they built many things and made many “messes” and how their parents applauded their efforts. She also tells how they worked together in their bicycle shop in Dayton.)
The newspapers and magazines were full of stories about people trying to fly. Lilienthal, Pilcher, Chanute, MEN INTO BIRDS, the headlines read. I wondered if such a thing were really possible. Orv said: “insects, birds, and mammals fly every day at pleasure, it is reasonable to suppose that man might also fly.”

Will wrote off to the Smithsonian for all their books and pamphlets on flight. He and Orv studied page after page. The first question they asked was: How can we control the flight?

They knew that a bicycle is unstable by itself, yet it can be controlled by a rider. How much more control would an aeroplane need?

Overhead, buzzards wheeled in the sky, constantly changing the positions of their wings to catch the flow of air. “If birds can do it,” Orv mused out loud, “so can men.” He seemed so certain, I began to believe it could be done. I began to believe it could be done by Will and Orv.

Author's Perspective

What is the author's perspective about Will and Orville's sister? What role does Jane Yolen have her play in the story?

Monitor Comprehension

Ask, Are other people interested in flying or only Orv and Will? How do we know? (Other people are. We know because there are stories in the newspapers.) Why does Orv think that man should be able to fly? (Insects, birds, and mammals fly.)

Write the words bicycle, buzzards, and airplane on the board. Have students tell you who controls a bicycle. (the person riding it)

Reread the description of the buzzards, starting with “Overhead, buzzards wheeled . . .” Demonstrate changing the position of its wings to catch the air flow. Ask, How do buzzards control their flight? Have students retell or demonstrate by moving their arms.
What is the author’s perspective about Will and Orville’s sister? (Suggested answer: The author shows how she was curious and knowledgeable about technology and her brothers’ work. We see that she is proud of her brothers and supports them.) What role does Jane Yolen have her play in the story? (The narrator’s role is to observe, to be the eyes and ears for the reader. She also provides many details that show the human side of the brothers.)

How would you summarize the selection so far? (The narrator is the sister of Orville and Wilbur Wright. When they were children, she observed their skill with mechanical things and their fascination with the idea of flying. As they grew, the boys invented many things and built bicycles. As people became more interested in flying, the brothers read all the information about flight they could find. With each passing day, they became more convinced that they could make a flying machine.)

Extra Support

If students are having difficulty, guide them through the process of identifying clues to the author’s perspective by asking questions such as the following:

- Who is telling the story of the Wright brothers? How well does this narrator know them?
- When does the story begin? What were Orv and Will like when they were young? How do you know?
- How did the brothers become interested in flight? What details tell you?
- How does the narrator feel about the brothers’ goal? Do you think the author feels the same way? Explain.

Have students respond by confirming or revising their predictions.

Can students identify clues to the author’s perspective? If not, see the Extra Support on this page.

Stop here if you wish to read this selection over two days.
They built their first aircraft right in the bicycle shop. I took over running the place, as Mama would have, so they might make their flying machine.

That first aircraft’s wings spanned a full five feet. I measured it out myself. The craft was of pinewood covered with fabric and sealed with shellac. Like a kite, it was controlled by a set of cords.

When it was finished, Orv and I went off on a camping trip with a group of friends. While we were gone, Will did a sneak. He marched out to a nearby field and he flew the glider, watched only by some boys. The thing suddenly swooped down on them. The boys ate dust that day, I’ll tell you.

Their first aircraft was a big kite. But a kite is not an aeroplane. So Will and Orv set about to build it bigger—sixteen or seventeen feet, large enough to carry a man but still open to all the elements.

Will lay facedown on the lower wing, showing me how he planned to fly. I tried to imagine the wind in his face, the dirt and grass rushing up to greet him like an old bore at a party.

"Is it safe?" I whispered.

He winked at me, smiled, and said, “If you are looking for perfect safety, sit on the fence and watch the birds.”

Dayton, Ohio, where we lived, was not the place to fly the craft. Will and Orv needed somewhere with open spaces and strong, regular breezes. They thought about San Diego, about St. James, Florida, about the coasts of South Carolina and Georgia.
Develop Comprehension

14 DRAW CONCLUSIONS

Using the information in the last paragraph on page 744, what conclusions can you draw about the landscape and weather patterns near Dayton, Ohio? (To fly their aircraft, the brothers need a place with open spaces and strong, regular breezes. If, as the narrator says, Dayton is not such a place, it must not have many open spaces or winds that blow hard or frequently enough.)

Comprehension Student Think Alouds ask students to talk out loud about what they are thinking just after they read parts of a text. Research cites that thinking aloud shows students how a reader makes sense of a challenging text. It also shows students how expert readers might use different strategies as they process text. Finally, it shows students how to adjust their reading based on how well they understand.

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Go to www.macmillanmh.com
**Develop Comprehension**

15 APHORISMS

Why do you think the narrator includes the aphorism at this point in the text? (“Stand on the shoulders of giants, and you are already high above the ground” expresses what she and her brothers had previously thought about using others’ calculations on flight. As these calculations have not helped them to be successful, she is saying that they may need to try something new.)

**Aphorisms**

**Explain** An aphorism is a short and clever saying that expresses something generally accepted as true. Authors sometimes use aphorisms to tell what a character is feeling about life or to summarize the meaning of a series of events.

**Discuss** Point out the aphorism on page 747: “Stand on the shoulders of giants, and you are already high above the ground.” Discuss its meaning. (Sample answer: If you build on the knowledge and success of others, you will be closer to meeting your goal.)

**Apply** Ask students to recall aphorisms they have heard and to discuss their meanings. Share an old English proverb: “A stumble may prevent a fall.” Have students consider its meaning. (Sample answer: Making a small mistake may help prevent a much bigger mistake later.)
At last they settled on Kitty Hawk on the Outer Banks, a two-hundred-mile strip of sand with the ocean at its face and North Carolina at its back. Will called it “a safe place for practice.” Only sand and hearty breezes. Only sun and a moon so bright Orv could read his watch all hours. I kept the store. Will and Orv kept the sky.

Weeks, months went by in practice. The boys sent me letters almost every day so that I might follow their every move. When they were home, I was in their closest confidence.

At Kitty Hawk they flew the aircraft with a man—and without one—but always controlled the craft from the ground. We had thought: Stand on the shoulders of giants, and you are already high above the ground, but success did not come as quickly as we hoped. Finally Will made a big decision: “We cast the calculations of others aside.”

Back in Dayton they would start anew. This time when they left Kitty Hawk for home, when they left the wind, the sand, the mosquitoes that left lumps like hen’s eggs, they came home with a new idea.

Author’s Perspective

How does the author feel about the Wright brothers? Provide examples from the story to support your answer. (The narrator tells about all the steps the brothers took toward building a flying machine that could carry a person as a passenger. We learn how they began with kites and gliders and then built larger machines with greater wing spans. When the narrator asks Will if flying will be safe, we find out that he thinks being completely safe will never accomplish anything. Even after having difficulty during their first trip to Kitty Hawk, the brothers continued to work toward their goal. The author admires the brothers and thinks they were not only intelligent, curious, and imaginative, but determined and daring as well.) Add this information to your Author’s Perspective Map.

TRANSPORTATION IN 1903

Share the following fact: In the same year that Orv and Will were testing their aircraft, the United States had about 8,000 cars but only 150 miles of paved roads. How did people get around?

The author mentions that Orv and Will traveled from Dayton to Kitty Hawk, but she doesn’t say how. Ask students to research transportation options in 1903. About how long would a journey of 760 miles take? What challenges might a traveler face? How was travel different for those with money and those who were poor? Students can look for primary sources, such as letters from the Wrights, to compare travel in 1903 with travel today. Do their findings make them agree with the author’s perspective on how the Wright brothers’ invention changed the world?
Now they worked dawn to dusk, so absorbed in what they were doing, they could hardly wait for morning to come to begin again. They built a small wind tunnel out of an old starch box and used a fan to make the wind. Then they built a larger tunnel.

They learned about lift and drag. They tried out many different kinds of wings. And three years, almost to the day, after Will had written to the Smithsonian, they were ready for powered flight. They built the Flyer, with a wingspan of just over forty feet.

Our friend Charlie Taylor made a twelve-horsepower engine for the Flyer, a motor both light and powerful. Gasoline was gravity-fed into the engine from a small tank just below the upper wing.

The Flyer was so big—over six hundred pounds of aeroplane—it could not be assembled whole in our shop.

Back to Kitty Hawk they went at the tag end of September 1903, carrying crates filled with aircraft parts. It took weeks to put the Flyer together, weeks more to prepare for the flight.

Winter came blustering in early. It was cold in camp, each morning the washbasin was frozen solid, so they wrote in their letters. They kept fiddling, tinkering, changing things.

Finally, on December 14, they were ready. They flipped a coin to see who would be pilot. Will won, grinned, climbed into the hip cradle, and off the Flyer went, rattling down the sixty-foot starting track, then sailing fifteen feet into the air, where it stalled, crashed.

But they were encouraged nonetheless. The telegram they sent to Papa and me read: Rudder only injured. Success assured. Keep quiet.

Student Think Aloud I can ask myself questions or seek help to find out what the narrator means by “powered flight.” She mentions the engine, but she doesn’t say anything specifically about a propeller. I reread the section about the wind tunnel and noticed that the narrator does mention a fan, and a propeller is like a fan. Maybe that’s how they got the idea. I know that the first trials at Kitty Hawk involved gliders that were controlled from the ground, but I read ahead to see that the Flyer flew on its own. So, for their second trip to Kitty Hawk, the brothers worked on an aircraft with an engine that would not need to be controlled from the ground.

Ways to Confirm Meaning

**Syntactic/Structural Cues**

*Explain* Remind students that good readers sometimes use context clues and grammar to help them understand an unfamiliar word.

*Model* Discuss the word *tinkering* on page 748.

*Think Aloud* I’m not sure what the word tinkering means. I know that the -ing ending is added to verbs, so tinkering is probably a verb form. I see that it is part of a series of words that includes fiddling and changing. I think tinkering means “experimenting with machine parts to make them work better.”

*Apply* Have students use grammatical clues to help with other difficult words. For example, what other endings show that a word is a verb?
How does the author show that creating and testing the *Flyer* were difficult tasks? (The narrator points out how long it had taken the brothers to get to this point of testing their powered aircraft. We also learn how complicated building the aircraft was, considering it could not be assembled completely in Dayton. The narrator also describes the harsh conditions at Kitty Hawk when winter arrived early. Finally, the brothers have to endure the heartbreaking crash on December 14. The narrator says that they remain confident, despite all these hardships.)

**Strategies for Extra Support**

**Question 18 Author’s Perspective**

Ask, *When we say a task is difficult to do, what do we mean?* Remind students of science projects they have done or puzzles they have figured out. Help students explain that difficult tasks often take a long time to complete and often involve trying different ideas and failing a few times before they are successful. Ask students to look for words on page 748 that show how hard the brothers worked and how difficult the task was. Model this and provide help as needed.
On December 17, a cold and windy day, the Flyer repaired and ready, they decided to try again. Hoisting a red flag to the top of a pole, they signaled the lifesaving station for witnesses. Four men and a teenage boy appeared.

The men helped them get the Flyer onto the starting track. Orv lay down on the lower wing, his hips in the padded cradle. Will shook Orv’s hand.

“Now you men,” Will called out, “laugh and holler and clap and try to cheer my brother.”

The motor began: cough, cough, chug-a-chug-a-chug. Orv released the wire that held the plane to the track. Then the plane raced forward into the strong wind and into history.

The boys sent a telegram home to Papa and me.

After that, the world was never the same. Many men went into the air. Women, too. I was not the first woman to fly. That honor went to the wife of one of our sponsors, Mrs. Hart O. Berg, with a rope around her skirt to keep it from blowing about and showing her legs. She flew for two minutes and seven seconds, sitting stiffly upright next to Will.

A Parisian dressmaker who watched the flight invented the hobble skirt, which for a short time was quite smart. Such is fashion.

But how I laughed when I had my turn at last, flying at Pau in France on February 15, 1909. Will took his seat beside me. Orv waved from the ground. The plane took off into the cold blue. Wind scoured my face till my cheeks turned bright red. Then I opened my arms wide, welcoming all the sky before me.
Develop Comprehension

RETURN TO PREDICTIONS AND PURPOSES

Review students’ predictions and purposes. Were they correct? Did students find out what inspired the Wright brothers to make a flying machine? (They were fascinated by flight and wanted to solve the problem of putting people in the air.)

REVIEW READING STRATEGIES

Ask: In what ways did identifying the author’s perspective help you to understand this story? What strategies did you use when you came to difficult words?

PERSONAL RESPONSE

Ask students to draw and label a diagram of the Wright brothers’ Flyer or another invention that has made a difference to the world. Have them write a brief description of its purpose and how it works.

Quick Check

Can students identify the author’s perspective?

During Small Group Instruction

If No ➔ Approaching Level Leveled Reader Lesson, p. 757P
If Yes ➔ On Level Options, pp. 757Q–757R

Beyond Level Options, pp. 757S–757T
Author and Illustrator

SOAR WITH JANE AND JIM
Have students read the biographies of the author and the illustrator.

DISCUSS
- Why did Jane Yolen want her book to be different from the other books about the Wrights? Have you read any other books you can compare this to?
- What new challenges might Jim Burke have faced in illustrating a book for children rather than for adults?

WRITE ABOUT IT
Have students write a descriptive essay about a gift they were given that sparked their interest in something new, such as a hobby, game, or sport. Encourage students to use similes and metaphors if possible.

Author's Purpose
Suggest students reread the definition of narrative nonfiction on page 734 and Jane Yolen's biography on page 752. Then discuss how a nonfiction piece differs from a work of fiction. Have students skim the story for clues to Jane Yolen's purpose for writing. Students may conclude that she wrote mainly to inform.

Author’s Craft
Simile and Metaphor
A simile is a comparison using the words like or as, while a more direct comparison is called a metaphor.

- The simile “gathered it up like some sultan’s treasure” (p. 736) compares the way in which the boys gathered up their flying machine to the way you would handle something treasured.
- The metaphor “Will had a hawk’s face” (p. 740) directly compares Will’s face to a hawk’s.
- Ask students what effect this figurative language has on the narrative.
- Invite students to skim the story to look for and discuss other comparisons, such as “The boys ate dust that day” (p. 744).
Comprehension Check

**Summarize**

Summarize *My Brothers’ Flying Machine*. Explain who the main characters are and tell the most important story events in the order in which they happened.

**Think and Compare**

1. What makes this story about the Wright brothers different from other biographies you have read? Use your Author’s Perspective Map and story details to answer the question. **Monitor**
   **Comprehension:** Author’s Perspective

2. Reread page 744. How do you think Will feels about living in “perfect safety”? Use story details in your answer. **Analyze**

3. Imagine you are reporting on the Wright brothers’ historic flight at Kitty Hawk. What would your **headline** and article say? **Synthesize**

4. Would the Wright brothers have succeeded without the support of their sister? Explain your opinion. **Evaluate**

5. What do you learn about the Wright brothers’ first flight in “Take Off” on pages 732–733? What else do you learn from pages 748–750 of *My Brothers’ Flying Machine*? **Reading/Writing Across Texts**

**Author and Me**

Model the Author and Me strategy with questions 1 and 2.

The answer is not directly stated in the selection. Think about what you already know and link it to what you learn from the text.

**Question 1 Think Aloud**

I need to look over *My Brothers’ Flying Machine* and review what I know about biographies. I read that Orv, Will, and their sister had a close relationship. When the author chose to write from the sister’s point of view, she made the story more personal.

**Question 2 Think Aloud**

To live life fully and try new things, risks may be involved. In the story, Will said that looking for safety was as exciting as sitting on a fence and watching the birds. If Will and Orv did not take a risk, they would not have achieved their dream.

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**Focus Question**

5. **Text to Text:** The article “Take-Off” describes how the Wright brothers built their first airplane, which had a wingspan of 40 feet. *My Brothers’ Flying Machine* tells how Will and Orv worked hard to prepare their flyer for Kitty Hawk on December 17, 1903.
Fluency

Repeated Reading: Tempo

**EXPLAIN/MODEL** Tell students they will be doing a choral reading. As you model the passage on Transparency 29 three times, increase the speed the second and third time through at the last paragraph. Have students pay attention to your changing tempo.

Fluency Transparency 29
from *My Brothers’ Flying Machine*, page 738

**PRACTICE/APPLY** Read the last sentence again with students. Then have one student read the first sentence. A second student joins in for the next sentence, followed by a third for the next. Repeat until all students are reading together. At the end of the passage, they should go back to the beginning until everyone has been included in the reading. Students will practice fluency using Practice Book page 210 or the Fluency Solutions Audio CD.

Fluency Transparency 29
from *My Brothers’ Flying Machine*, page 738
Comprehension

**MAINTAIN SKILL**
**FACT AND OPINION**

**EXPLAIN/MODEL**
- A **fact** is something that can be proven true.
- Readers can check the accuracy of an author’s facts by using the text and other resources.
- An **opinion** is a thought or feeling about something.
- Good readers learn to look for the author’s opinions to help them evaluate the accuracy of what they are reading.

Discuss the selection “Take Off” with students. Invite students to talk about the facts of flying and offer opinions about the early inventors.

**PRACTICE/APPLY** Discuss story details in *My Brothers’ Flying Machine*.
- What are some facts about Wilbur and Orville Wright?
- What is the sister’s opinion about her brothers’ bicycle shop?
- Are the author’s opinions the same as the narrator’s?

Ask students to list three facts and express an opinion about the Wright brothers’ flying machine. Students should distinguish between (and formulate) questions based on facts and those based on opinion.

For comprehension practice use the Graphic Organizers on *Teacher’s Resource Book* pages 40–64.

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**Objective**
- Distinguish fact from opinion in a story
Poetry

**GENRE: NARRATIVE POEM**

Have students read the bookmark on Student Book page 754. Explain that a narrative poem
- tells a story;
- may have a rhyming pattern, and sometimes has a repeating line or phrase;
- often deals with historical topics.

**Literary Elements: Repetition and Personification**

**EXPLAIN**

Tell students that repetition and personification are two literary techniques that poets use to express their ideas in interesting ways.
- **Repetition** is the repeated use of a word or phrase at different points throughout the poem.
- **Personification** is a literary device in which human characteristics are given to an animal, thing, or idea.

**APPLY**

Point out the use of personification in “Brave New Heights” on page 754. Discuss why the author might have decided to give the ground a human characteristic. (The plane was coming down so fast, the ground could have been afraid, much as a person would fear a fast flying object coming toward him or her.)

Have students think of objects in the classroom that could be personified.

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**Read “Brave New Heights”**

As you read, remind students to apply what they have learned about repetition and personification.

**1 LITERARY ELEMENT: REPLICATION**

Why do you think the poet chose the first and third stanzas to use repetition? (Students may say the author used repetition in those stanzas to highlight how Amelia first took the plane high into the atmosphere and then back down again.)
Connect and Compare

1. If you were the poet, how else might you use personification in this poem? **Personification**

2. How is this narrative poem like a story? Tell about the poem’s main character, the problem faced by the main character, and the solution. **Analyze**

3. Compare Amelia Earhart with the Wright brothers as they are described in *My Brothers’ Flying Machine*. How are they similar? How are they different? **Reading/Writing Across Texts**

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**CONNECT AND COMPARE**

**SUGGESTED ANSWERS**

1. Answers may vary. Students might suggest the use of personification to describe the plane or the foggy clouds. For example, “the brave plane being pushed as high as it would go.” **PERSONIFICATION**

2. The poem tells the story of Amelia Earhart, the main character. Her problem was that her engine cut out because she flew so high. She solved the problem by pulling back on the stick at the right moment. **ANALYZE**

3. They all loved flying and taking chances. The Wright brothers were the first to fly while Amelia Earhart was a famous female aviator. **READING/Writing Across Texts**

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**LITERARY ELEMENT: FIGURATIVE LANGUAGE**

Find a simile and a metaphor in the poem, and explain their meanings and sensory connections. (Simile: “Like a bullet” compares the plane’s flight to a bullet’s straight path; it appeals to the sense of vision. Metaphor: “Blanket of foggy clouds” compares the clouds near the ground to a blanket; it appeals to vision and feeling.)

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**CHARACTER**

According to this poem, what kind of person was Amelia Earhart? Give details to support your answer. (She was brave and a high achiever. She almost flew into the ground, but was able to get back up into the sky. She also broke a flying record.)

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**FOCUS QUESTION**

*Internet Research and Inquiry Activity* Students can find more facts about narrative poems at [www.macmillanmh.com](http://www.macmillanmh.com)
Writing

Important Details

READ THE STUDENT MODEL

Have students read the bookmark. Explain that writers use important details to give more information about their topic. They choose details that are relevant to the topic and will be interesting to readers.

Have students turn to pages 732–733. Identify details that support the topic. Discuss why they are important.

Have the class read Lisa B.’s interview and the callouts. Tell students they will interview someone about their job and then write about it. They will also learn to incorporate important details in their writing.

Features of an Interview

In an interview, the writer talks with a real person. The writer asks questions and shares information from the person’s answers.

- An interview is used to get information from or about a person.
- An interview includes the writer’s questions, as well as answers from the person being interviewed.
- Exact questions and answers are put in quotation marks.
- An interview is meant to inform but may also entertain.
Your Turn
Interview someone about his or her job. First prepare a list of questions. During the interview, ask these questions and write down the answers. Then use your notes to write one or two paragraphs. Start a paragraph by including the question you asked. Then include the person’s answer. Use direct quotations whenever possible. Use the Writer’s Checklist to evaluate your writing.

Writer’s Checklist

☐ Ideas and Content: Did I include important details in my paragraphs?

☐ Organization: Did I start by introducing the person and telling what his or her job is?

☐ Voice: Will the reader get a clear sense of what this person is like?

☐ Word Choice: Did I phrase my questions in such a way that I got the information I was looking for?

☐ Sentence Fluency: Did I delete unnecessary words?

☐ Conventions: Did I use quotation marks around direct quotations? Did I check my spelling?

Expository Writing

Your Turn

Discuss the writing prompt on page 757. Explain that one purpose of an interview is to inform. Students’ audience will be their teacher and classmates. Students can work independently or in pairs to brainstorm interview questions.

Display Transparency 113. Discuss how Lisa used an Interview Chart to plan her questions. Present the explicit lesson on Important Details on page 757A. Explain to students that some questions elicit important details. Have them use an interview chart to select interview questions.

DRAFT

Display Transparency 114. Discuss how Lisa used her Interview Chart to organize her interview questions and answers and to write her draft. Talk about how to improve the draft. Before students write, present the mini lessons on Sentence Fluency and Punctuating Quotations on page 757B. Have students use their charts to write their interviews.

REVISE

Display Transparency 115 and discuss Lisa’s revisions. Point out that she began by naming the person being interviewed. She also added a direct quote to make the interview more interesting. Students can work in pairs to revise their drafts using the Writer’s Checklist on page 757. Then ask students to proofread their writing. For Publishing Options, see 757A. For lessons on Grammar and Spelling, see page 757B and 5-Day Spelling and Grammar on pages 757G–757J.
Important Details

EXPLAIN/MODEL

Interviews should include details that help create a clear picture of the person being interviewed. Good writers choose important details and leave out details that do not support their main points. Display Transparency 116.

Think Aloud The first example tells me who was interviewed and what kind of books Dee Suarez writes. These are important pieces of information for me to know. The second example tells me that Dee Suarez is tall, which is not necessary in an interview about her writing. If the interview were about her basketball playing, a detail about her height might be important, but here it is unimportant.

Transparency 116

<table>
<thead>
<tr>
<th>Important Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important: Dee Suarez writes books about Latin American food.</td>
</tr>
<tr>
<td>Unimportant: Dee Suarez is very tall.</td>
</tr>
</tbody>
</table>

1. Dee learned to cook from her grandmother, who grew up in Mexico.
2. Dee has three brothers.
3. Everyone in Dee’s family loves to eat Latin American food.
4. Dee tries out every recipe in her books to see if her family likes it.
5. Dee’s other hobby is gardening.
6. She writes best in the early morning because the house is quiet.

(1. important; 2. unimportant; 3. important; 4. important; 5. unimportant; 6. important)

PRACTICE/APPLY

Work with students to read the six statements and identify those that contain important details. Ask why these details are important to an interview about a writer. Discuss why the remaining details are not important to this topic.

Tell students that as they draft their interviews, they should include only important details that tell about the person’s writing. Urge students to choose details that make the person seem interesting.
Writer’s Toolbox

**Writing Trait: Sentence Fluency**

**Explain/Model** Good writers revise their work to create sentence fluency. This entails taking out unnecessary or repetitive words to make a piece of writing clear. Read aloud the first sentence on page 756. Then read it again, adding the words *nice* and *smart* before the word *neighbor*. Discuss why these words are unnecessary.

**Practice/Apply** Invite students to share their drafts with the class. Help them find unnecessary or repetitive words in the drafts. Suggest ways to remove them. As students revise their interviews, ask them to pay attention to sentence fluency.

**Prepositions**

**Explain/Model** Prepositions are words that show the relationship between a noun or pronoun and another word in a sentence. Such words as *of, on, at, over, under, into, before, after,* and *with* are prepositions. The noun that follows a preposition is the object of the preposition, as in “fly to the moon.” Good writers use prepositions correctly to show the relationship between nouns or pronouns and the objects of the prepositions.

**Practice/Apply** Work with students to find prepositions in Lisa’s interview on page 756. Ask students to identify the object of each preposition. For a complete lesson on prepositions, see pages 757I–757J.

**Punctuating Quotations**

**Explain/Model** Explain that writers must always quote accurately. The first word in a quotation should be capitalized and the end punctuation appears inside the quotation marks. There should be a comma at the end of a quotation that ends in the middle of a sentence.

**Practice/Apply** Work with students to identify examples in Lisa’s interview of each punctuation rule for quotations. Discuss why punctuation helps readers understand Lisa’s quotations.

**Spelling Words with Suffixes**

Ask students to find the words *usually* and *carefully* in the student model on page 756. Point out that *usually* is made of the word *usual* and the suffix *-ly* while *carefully* also includes the suffix *-ful*. Explain that the suffixes *-ful* or *-ly* are added to base words without spelling change. Remind students that they can use a print or online dictionary to check spelling in their drafts. For a complete lesson on words with suffixes, see pages 757G–757H.

Technology

Remind students that they can work in two documents at one time. They can copy sentences from a file containing their interview chart and paste them into their final interview.

My Brothers’ Flying Machine 757B
Word Study

Objectives

- Apply knowledge of word meanings and context clues
- Use inflectional endings to understand unfamiliar words

Materials

- Vocabulary Transparencies 57 and 58
- Leveled Practice Books, p. 212

Review Vocabulary

Words in Context

EXPLAIN/MODEL Review the meanings of the vocabulary words. Display Transparency 57. Model how to use word meanings and context clues to fill in the first missing word with students.

Think Aloud In the first sentence, I learn that the wind can cause something to happen to planes. Too much wind might cause a plane to be off balance or to not fly straight. I know that unstable means “not firmly fixed.” When I try the word unstable in the sentence, it makes sense.

applauded (p. 738)
showed approval; clapped

headlines (p. 742) lines printed at the top of a newspaper or magazine article

unstable (p. 742) easily moved; not firmly fixed

glider (p. 744) an aircraft that flies without a motor

wingspan (p. 748) the distance between one wing tip and the other on an airplane or bird

assured (p. 748) made certain

hoisting (p. 750) lifting or pulling up

Transparency 57

assured hoisting glider headlines wingspan unstable applauded

1. The force of the wind could easily make early planes unstable.
2. Orville and Wilbur felt assured of their success.
3. They built a successful glider before they learned to build a plane.
4. The brothers found a way of hoisting the glider into the air.
5. The crowd applauded when they saw the plane fly.
6. The headlines in newspapers around the world told of the Wrights’ adventures.
7. The wingspan of planes today is longer than the entire first flight!

PRACTICE/APPLY Instruct students to complete the remaining sentences on their own. Have them use context clues to fill in the missing words for items 2–7 on a separate sheet of paper. Then students can exchange papers, check their answers, and explain the context clues they used to figure out the missing words.

Count the Words In one minute a partner writes as many suffixes as possible on an index card while the other partner writes as many base words as possible on another card. Then partners share their cards and come up with as many new words as possible.

Visualize Meaning Write unstable. List things that can be unstable (planes, bicycles, chairs) and discuss how they might look. Have students decide which word creates the most vivid image in their minds and describe the image to the class. Repeat this activity with other words.
When added to most present tense verbs, the ending -ed makes them past tense. 

jump + ed = jumped
turn + ed = turned

Use past-tense verbs to speak or write about events that have already happened.

Answer the questions using the past-tense form of each underlined verb.

1. Did Orv and Will leap up to catch the flying machine?

Orv and Will leaped up to catch the flying machine.

2. Did the boys fix their toy when it broke?

The boys fixed their toy when it broke.

3. Did the printer climb over the baby-buggy press?

The printer climbed over the baby-buggy press.

4. What did Will and Orv repair in their bicycle shop?

Will and Orv repaired bicycles.

5. Did Will and Orv learn about lift and drag?

Will and Orv learned about lift and drag.

6. Did people appear to witness the first flight?

People appeared to witness the first flight.
Phonics

Decode Words with Suffixes

EXPLAIN/MODEL Explain that a suffix is a group of letters added to the end of a word to make a new word. Recognizing common suffixes can help students decode words and understand their meanings. Some common suffixes are -ly, which makes words into adverbs; -y, -ful, and -less, which make words into adjectives; and -ness, which makes words into nouns. Remind students that adding a suffix can sometimes change the spelling of the base word. Write furry.

Think Aloud As I look at this word, I see two parts: the base word fur and the ending -ry. I know that many words double the last consonant before adding a suffix. So the r in fur was doubled, and the suffix is -ry. When I blend the two parts together, I get /fûr ē/. That is an adjective and means “having fur.”

PRACTICE/APPLY Write these words on the board: breathless, happiness, handful, illness, barely, and sunny. For each word, have students draw a line to separate the suffix from the word to which it was added and explain any spelling change. Then have students decode each word, read it aloud, and tell what it means.

Decode Multisyllabic Words Write successful, superbly, and hopelessness. Ask students to read the words. Challenge students to find the root words and suffixes. Finally, as a class, determine what the words mean. Confirm the definitions using a dictionary. For more practice, use the decodable passages on Teacher’s Resource Book pages 36–37.

Suffix Runway Partners make cards for each of the five suffixes they have studied. They will keep score on a runway labeled with lines to mark 10 feet, 20 feet, 30 feet, and so on to 100 feet. One partner chooses a suffix card. The other partner names a word that ends with that suffix. Students move a marker 10 feet for naming a word with the chosen suffix. The first student to get to 100 feet wins.
Vocabulary Building

Oral Language

Expand Vocabulary  Write AIRPLANES at the center of a word web. Using references and prior knowledge, have students brainstorm words that relate to the weekly theme.

Wings
Departures
Ticket
Flight attendant
Frequent flyer
Coach

Spiral Review

Vocabulary Game  On the board, sketch the beach in North Carolina where the Wright brothers first flew. Draw in “Start” and “Finish” lines at opposite ends of the beach. Using construction paper and scissors, help students make airplanes. Write vocabulary words from this week and previous weeks on the airplanes and post them on the board, word side hidden, near the starting line. Have students take turns selecting airplanes. The student who selected the airplane must read the word and give a definition for it. The student then calls on another student, who must use the word in a sentence. If both students respond correctly, they get to move the plane to the finish line. The plane remains at the starting line if the word is not defined or use correctly. Play ends when all planes have been moved from the starting line to the finish line.

Apply Vocabulary

Write a Diary Entry or Thank-You Note  Challenge students to write a diary entry that Katherine might have written about her brothers. Students may choose any detail on which to focus their entries. Or, if students choose, they can write an informal thank-you note to the Wright brothers. Have students use at least four vocabulary words in their writing. Then have students share their notes discussing content and getting to know each other better.

Technology

Vocabulary PuzzleMaker

For additional vocabulary and spelling games, go to www.macmillanmh.com
Words with Suffixes

ASSESS PRIOR KNOWLEDGE

Using the Dictation Sentences, say the underlined words, read the sentences, and repeat the words. Have students write the words on Spelling Practice Book page 179. For a modified list, use the first 12 Spelling Words and the 3 Review Words. For a more challenging list, use Spelling Words 3–20 and the 2 Challenge Words. Have students correct their own tests.

Have students cut apart the Spelling Word Cards BLM on Teacher’s Resource Book page 94 and figure out a way to sort them. Have them save the cards for use throughout the week.

Use Spelling Practice Book page 180 for additional practice with this week’s Spelling Words.

For Leveled Word Lists, go to www.macmillanmh.com

Day 1 Pretest

1. The dishes were spotless.
2. The forecast was sunny.
3. That little kitten is very furry.
4. I am really lucky to be chosen.
5. The dog is small, but hairy.
6. There is barely enough time to get the job done.
7. The dinner was tasteless.
8. I took a handful of peanuts.
9. The injured bird seemed lifeless.
10. He recovered from a long illness.
11. Hopefully we will win the car!
12. Her smile showed her happiness.
13. He proved his goodness by offering to help.
14. The mood at the end of the party was sorrowful.
15. The game was purely for fun.
16. Sickness kept me out of school.
17. The song was played joyfully.
18. We enjoyed a day of aimless wandering.
19. The race left me breathless.
20. I certainly hope you win.

Review/Challenge Words

1. They never disappoint their fans.
2. We buy nonfat yogurt.
3. Do not misnumber the addresses or they will get lost.
4. She played the piano superbly.
5. The charity auction was successful.

Words in bold are from the main selection.

Day 2 Word Sorts

TEACHER AND STUDENT SORTS

- Review the Spelling Words, pointing out that each word has a suffix. Use the cards on the Spelling Word Cards BLM. Attach the key words hairy, purely, handful, joyfully, tasteless, and sickness on the board. Explain that students will sort the Spelling Words by suffixes.

- Have students take turns sorting cards and explaining how they sorted them. Then invite students to do an open sort in which they sort all the Spelling Words any way they wish, for example, by long and short vowel sounds, by parts of speech, or by syllables. Discuss students’ various methods of sorting.

Spelling Practice Book, pages 179–180

Fold back the paper along the dotted line. Write the words in the blanks as they are read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. spotless
2. sunny
3. really
4. hairy
5. barely
6. tasteless
7. handful
8. lifeless
9. illness
10. illness
11. happiness
12. happiness
13. goodness
14. sorrowful
15. pure
16. sickness
17. joifully
18. amill
19. breathless
20. certainly
21. disappointed
22. nonfat
23. manoever
24. superbly
25. successful

Spelling Practice Book, page 181

Patterns Power!
Sort the spelling words by writing them under the correct suffix.

- less
  1. aimless
  2. breathless
  3. fastless
  4. lifeless
  5. spotless

- more
  6. barely
  7. purely
  8. hopefully
  9. certainly
  10. really
  11. joyfully

- ness
  12. illness
  13. goodness
  14. happiness

- ly
  15. hairy
  16. sunny
  17. furry
  18. superly
  19. handly
  20. sorrowly
**Day 3 Word Meanings**

**ANTONYMS**

Read each Spelling Word below. Ask students to copy the words into their word study notebooks, and then write the Spelling Word that means the opposite.

1. **sadness** (happiness)
2. **dirty** (spotless)
3. **badness** (goodness)
4. **delicious** (tasteless)
5. **gloomy** (sunny)

Challenge students to come up with other words that are opposites of Spelling, Review, or Challenge Words. Have them write the antonym pairs in a list.

Have partners write a sentence for each Spelling Word, leaving blank spaces where the words should go. They can exchange papers and fill in the blanks.

**Day 4 Review and Proofread**

**SPIRAL REVIEW**

Review prefixes. Write *dis* - *non* - *mis* - *self* on the board. Have students identify other words with the same prefixes.

**PROOFREAD AND WRITE**

Write these sentences on the board, including the misspelled words. Have students proofread, circle each misspelled word, and write the words correctly.

1. The celebration was certinly joyful. (certainly, joyful)
2. She was breathles, but full of happpyness after the game. (breathless, happiness)
3. I grabbed a handfll of taitless candy to give to my brother. (handful, tasteless)

Ask students to create additional sentences with errors for partners to correct.

**Day 5 Assess and Reteach**

**POSTTEST**

Use the Dictation Sentences on page 757G for the Posttest.

If students have difficulty with any words in the lesson, have students place them in a list entitled *Spelling Words I Want to Remember* in a word study notebook.

Challenge student partners to look for words that have the same suffixes they studied this week.

---

**Spelling Practice Book, page 182**

- ameless
- sickness
- goodness
- tasteless
- certainy
- hopelessly
- sunny
- joyfully
- really

**Spelling Practice Book, page 183**

<table>
<thead>
<tr>
<th>Spelling Practice Book, page 183</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are some spelling mistakes in these paragraphs. Circle the misspelled words. Write the words correctly.</td>
</tr>
<tr>
<td>1. I picked up a <strong>handful</strong> of sand at Kitty Hawk.</td>
</tr>
<tr>
<td>2. The flying machine was <strong>ready</strong> for a great invention!</td>
</tr>
<tr>
<td>3. We <strong>saw</strong> the day of the Wright brothers' first flight?</td>
</tr>
<tr>
<td>4. Orville and Wilbur were filled with <strong>happiness</strong> after the flight.</td>
</tr>
<tr>
<td>5. Flying a kite is a <strong>fun</strong> bit of fun.</td>
</tr>
<tr>
<td>6. The flying machine was <strong>barely</strong> 10 feet off the ground.</td>
</tr>
</tbody>
</table>

**Suffixes**

A suffix is added to the end of a word to give the word a different meaning. Read the meanings for the suffixes in your spelling words.

- *less* "the state of being"
- *ly" in a (particular) way"

Write the spelling word that matches each meaning below.

7. full of sorrow **sorrowful**
8. without an aim **aimless**
9. without taste **tasteless**
10. full of hair **hairy**
11. the state of being sick **sickness**
12. without life **lifeless**

**Spelling Practice Book, page 184**

Look at the words in each set below. One word in each set is spelt correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

**Sample A:**

1. **amiss**
2. **brealy**
3. **breathleen**
4. **breathless**
5. **breathless**
6. **breathless**
7. **breathless**
8. **breathless**
9. **breathless**
10. **breathless**

**Sample B:**

1. **amiss**
2. **brealy**
3. **breathleen**
4. **breathless**
5. **breathless**
6. **breathless**
7. **breathless**
8. **breathless**
9. **breathless**
10. **breathless**

---

**My Brothers’ Flying Machine 757H**
Prepositions

INTRODUCE PREPOSITIONS

Present the following:

- A preposition is a word that shows the relationship between a noun or a pronoun and another word in a sentence.

- Common prepositions include in, on, at, over, under, to, from, for, with, by, of, into, before, after, and during.

- The noun or the pronoun that follows a preposition is the object of the preposition: Someday I will fly to the moon. Will you go with me?

Day 1

Introduce the Concept

Day 2

Teach the Concept

Review prepositions

Prepositional phrases

Present the following:

- A prepositional phrase is a group of words that includes a preposition, the object of the preposition, and any words in between: at the mall, by the tree.

- When a pronoun follows a preposition, it should be an objective pronoun: Between you and me, this is my first flight.
Day 3  Review and Practice

**PREPOSITIONAL PHRASES**

Review with students how to identify prepositional phrases.

**MECHANICS AND USAGE: REVIEW USING QUOTATIONS**

- Use quotation marks before and after someone’s exact words.
- Within a quotation, capitalize the first word of each sentence.
- If the end of a quotation comes at the end of a sentence, punctuation inside the last quotation mark closes the quotation. If the quotation is a statement or command, and the sentence continues after the quotation ends, a comma inside the last quotation mark closes the quotation.

Day 4  Review and Proofread

**PREPOSITIONS AND PREPOSITIONAL PHRASES**

Ask students what prepositions do. Have them give examples of prepositions. Ask them to explain what a prepositional phrase includes.

**PROOFREAD**

Have students correct errors in the following sentences.

1. Will’s sister wrote “Orv and Will made many messes,” (1: wrote,”; 2: messes.”)
2. “What are you making,” asked Mama. (making?”)
3. “This is a flying machine”, said Orv. (machine,”)
4. The brother’s pulled their machine threw a field. (1: brothers; 2: through)

Day 5  Assess and Reteach

**ASSESS**

Use the Daily Language Activity and page 183 of the Grammar Practice Book for assessment.

**RETEACH**

Write the corrected sentences from the Daily Language Activities and the Proofread activity on large index cards or sentence strips. In groups, have students identify specific parts of speech in the sentences, using different colors for each part of speech. Each person in the group can be responsible for either noun, pronoun, verb, article, preposition, object of prepositional phrase, adjective, or adverb for each sentence. Check their work.

Also use page 184 of the Grammar Practice Book for reteaching.
Administer the Test

Weekly Reading Assessments, Passage and questions pages 365–372

ASSESSED SKILLS
- Author’s Perspective
- Vocabulary Words
- Word Parts: Inflectional Endings
- Prepositions
- Suffixes

Administer the Weekly Assessment online or on CD-ROM.

Fluency

Assess fluency for one group of students per week. Use the Oral Fluency Record Sheet to track the number of words read correctly. Fluency goal for all students: 113–133 words correct per minute (WCPM).

- **Approaching Level**: Weeks 1, 3, 5
- **On Level**: Weeks 2, 4
- **Beyond Level**: Week 6

Alternative Assessment

- **ELL Assessment**, pp. 174–175
<table>
<thead>
<tr>
<th>Diagnose</th>
<th>Prescribe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY STRATEGY</strong>&lt;br&gt;VOCABULARY WORDS&lt;br&gt;Word Parts: Inflectional Endings&lt;br&gt;Items 1, 2, 3, 4</td>
<td>IF...&lt;br&gt;0–2 items correct . . .&lt;br&gt;THEN...&lt;br&gt;Reteach skills using the Additional Lessons page T9.</td>
</tr>
<tr>
<td><strong>COMPREHENSION</strong>&lt;br&gt;Skill: Author’s Perspective&lt;br&gt;Items 5, 6, 7, 8</td>
<td>0–2 items correct . . .&lt;br&gt;Reteach skills using the Additional Lessons page T4.&lt;br&gt;Evaluate for Intervention.</td>
</tr>
<tr>
<td><strong>GRAMMAR</strong>&lt;br&gt;Prepositions&lt;br&gt;Items 9, 10, 11</td>
<td>0–1 items correct . . .&lt;br&gt;Reteach skills: Grammar Practice Book page 184.</td>
</tr>
<tr>
<td><strong>SPELLING</strong>&lt;br&gt;Suffixes&lt;br&gt;Items 12, 13, 14</td>
<td>0–1 items correct . . .&lt;br&gt;Reteach skills: Go to <a href="http://www.macmillanmh.com">www.macmillanmh.com</a></td>
</tr>
<tr>
<td><strong>FLUENCY</strong>&lt;br&gt;109–112 WCPM&lt;br&gt;0–108 WCPM</td>
<td>Fluency Solutions&lt;br&gt;Evaluate for Intervention.</td>
</tr>
</tbody>
</table>

To place students in the Intervention Program, use the Diagnostic Assessment in the Intervention Teacher’s Edition.
For students who are confused by words with suffixes, write the following on the board: *thin* + *ness* = *thinness*. Point to *thinness*. If I can’t figure out what this word is, I can look for the suffix and the word that make it up. I can decode the word and the suffix separately: /thin/ and /nis/. Say it with me: /thin/ /nis/. I can blend them together: /thin nis/. Then I can think about what the word means. The suffix *-ness* means “the state of.” *Thinness* means “the state of being thin.”

### Additional Resources
For each skill below, additional lessons are provided. You can use these lessons on consecutive days after teaching the lessons presented within the week:
- Author’s Perspective, T4
- Word Parts: Inflected Endings, T9

### Decodable Text
To help students build speed and accuracy with phonics patterns, see additional decodable text on pages 36-37 of the Teacher’s Resource Book.

### Constructive Feedback

**Objective**
Decode words with suffixes

**Materials**
• Student Book *My Brothers’ Flying Machine*

**WORDS WITH SUFFIXES**

**Model /Guided Practice**
- Explain that a suffix is a group of letters added to the end of a word to make a new word.
- The suffix *-ly* makes words into adverbs. It means “in a certain way.” The suffixes *-y*, *-ful*, and *-less* makes words into adjectives. The suffixes *-y* and *-ful* mean “full of;” *-less* means “without.” The suffix *-ness* makes words into nouns; it means “the state of being.”
- Write *sadness* on the board. Point out the word *sad* and the suffix *-ness* and draw a line to separate them. *When I blend together sad and -ness, I get /sad nis/.* Sadness is a noun that means “the state of being sad.”
- Have students follow your model to decode the words *loudly*, *dirty*, *useful*, and *painless*. Ask them to read the words aloud, and tell what they mean. Provide constructive feedback as needed.

**MULTISYLLABIC WORDS WITH SUFFIXES**
- Write *respectful* on the board. *When I look carefully, I see the word respect and the suffix -ful.* When I blend together respect and -ful, I get /ri spekt fal/, respectful. Respectful means “full of respect.”
- Have pairs of students practice reading longer words with suffixes. Write the following words on the board and ask students to copy them onto a sheet of paper. Have them take turns saying each word, drawing a line to separate the suffix and the base word, and using what they know about the meanings of the suffixes and the base words to tell what the word means.

<table>
<thead>
<tr>
<th>awareness</th>
<th>constantly</th>
<th>floppy</th>
<th>powerful</th>
<th>helplessness</th>
</tr>
</thead>
<tbody>
<tr>
<td>wastefully</td>
<td>stuffiness</td>
<td>carelessly</td>
<td>happily</td>
<td>frequently</td>
</tr>
</tbody>
</table>

- Check pairs for their progress and accuracy.

**WORD HUNT: WORDS WITH SUFFIXES IN CONTEXT**
- Review words with suffixes.
- Have students search page 748 of *My Brothers’ Flying Machine* to find words with suffixes.
- Tally the words to see that students have found the following: *hardly, powerful, and finally.*
**Objective**
Read with increasing prosody and accuracy at a rate of 113–123 WCPM

**Materials**
- Index cards
- **Approaching Practice Book A**, page 210

**WORD AUTOMATICITY**

Have students make flashcards for these words with suffixes: spotless, handful, purely, sunny, sickness, furry, illness, joyfully, hopefully, aimless, happiness, breathless, barely, goodness, certainly, tasteless, and sorrowful.

Display the cards one at a time and have students say each word. Repeat twice more, displaying the words more quickly each time.

**REPEATED READING**

Model reading the Fluency passage on **Practice Book A** page 210. Tell students to pay attention to your tempo. Then read one sentence at a time and have students echo-read the sentences, copying your tempo.

During independent reading time, have students work with a partner. Have one student read aloud while the other repeats each sentence. Ask students to write down words they felt were difficult to pronounce. Circulate and provide constructive feedback.

**TIMED READING**

At the end of the week, have students do a final timed reading of the passage on **Practice Book A** page 210. Students should
- begin reading the passage aloud when you say “Go.”
- stop reading the passage after one minute when you say “Stop.”

Keep track of miscues. Coach students as needed. Help students record and graph the number of words they read correctly.

**Vocabulary**

**Objective**
Apply vocabulary word meanings

**Materials**
- Vocabulary Cards
- **Student Book** “Take Off”

**VOCABULARY WORDS**

Display the Vocabulary Cards for glider, unstable, wingspan, applauded, headlines, hoisting, and assured. Help students locate context clues for these words in “Take Off” or Transparencies 29a and 29b. Review each word’s meaning. Then provide students with one scrambled sentence for each vocabulary word. Have them write out the sentence in unscrambled form. For example: currents to A fly. uses glider air (A glider uses air currents to fly.) Ask students to unscramble and compare sentences with a partner.

---

**Constructive Feedback**

If students do not adjust their tempo to reflect the content of the text, model back how they sounded. Then reread the passage to them at the correct tempo. Finally, lead the class in a choral reading so they can follow your lead in reading at the appropriate rate.

---

As I read, I will pay attention to tempo in order to match the action in the story.

1. In the early 1900s, airplanes were new. Experiments in flight had been going on for about 100 years. But flight was still a long way to go.
2. In 1901, the Wright brothers built a glider. Their plane looked like a large kite. In 1903 that plane flew its first flight. Soon people began to dream of flying.
3. You have, no one had flown before.
4. Of course the Wright Brothers were men. So were 67. None of the other early flyers. Women were not expected to fly. 77. To become pilots. Women were not allowed to fly for 87. Later in the 20th century, women did work outside the home. 96. Women were usually paid the same as men for equal 107. Work. Women could not own a bank.
113. Some women dreamed of doing things others thought impossible. 121. They should not do. One of these women was Amelia.
131. Earhart. She wanted to be a pilot. She didn’t think the sky belonged only to men.
140. Unswayable only to men.

**Comprehension Check**
1. Why do you think the author states that flight still had a long way to go? Make Inferences. The author says that flight still had a long way to go because airplanes were new and didn’t fly as well as later airplanes would.
2. What opinion did Amelia Earhart hold about flying? Fact and Opinion. Amelia didn’t think the sky belonged only to men.

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
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<tr>
<td>First Read</td>
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<td>0</td>
</tr>
<tr>
<td>Second Read</td>
<td>0</td>
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</tr>
</tbody>
</table>
Vocabulary

Objective
Identify inflected endings

WORD PARTS: INFLECTED ENDINGS

Work with students to identify the inflected endings in each vocabulary word. Have them copy the words on a piece of paper, writing consonants in green, vowels in red, and inflected endings in blue. Have students create a word search using the vocabulary words from this week and other words with inflected endings from this week’s reading.

Comprehension

Objective
Identify author’s perspective

Materials
- Student Book “Take Off”
- Transparencies 29a and 29b

STRATEGY
MONITOR COMPREHENSION

Remind students that asking themselves whether they have understood what they have read can help them clarify areas of the text they are unsure about.

SKILL
AUTHOR’S PERSPECTIVE

Explain/Model
- An author’s perspective is the author’s point of view about a topic.
- Readers use personal experience to evaluate how an author feels about a subject, concept, or idea.

Display Transparencies 29a and 29b. Reread the first two paragraphs.

Think Aloud
The author seems to think flying is a good idea, but says it is easy to take flying for granted. As I read along, I will see what other ideas the author has about flight.

Practice/Apply
Read the rest of the selection. Have students continue to identify other clues about the author’s perspective. Then discuss the following.
- What facts did you learn about the history of flight?
- Does the author seem to admire the people who built and flew the early airplanes?
- Do you agree with the author’s statement that we should be grateful to the inventors and pilots of early airplanes?
Leveled Reader Lesson

Objective
Read to apply strategies and skills

Materials
- Leveled Reader: Riding the Wind: Amelia Earhart
- Student Book: My Brothers’ Flying Machine

PREVIEW AND PREDICT
Have students read the title, preview the first two chapters, and predict what the book is about. Students should list any questions they have and make predictions about what they will learn about Amelia Earhart as they read the selection.

VOCABULARY WORDS
Review the vocabulary words as needed. As you read together, discuss how each word is used in context.

STRATEGY
MONITOR COMPREHENSION
Remind students that they should keep checking their understanding of what they are reading.

SKILL
AUTHOR’S PERSPECTIVE
Remind students that as they read, they should pay attention to places in the text where they can analyze how the author feels about her topic.

Think Aloud
In the first chapter the author writes about Amelia’s good qualities, including how she wanted to help soldiers who were hurt, and how she worked hard to reach her goal. Theses details are flattering. I need to remember this information for my Author’s Perspective Chart.

READ AND RESPOND
Finish reading Riding the Wind: Amelia Earhart. Discuss these questions.

- How do you feel about the fact that in 1920, most flight schools would not teach women?
- Do you think the author admires Amelia Earhart?

Work with students to review and revise their Author’s Perspective Charts.

MAKE CONNECTIONS ACROSS TEXTS
Invite students to compare My Brothers’ Flying Machine and Riding the Wind: Amelia Earhart.

- Is the author’s point of view equally clear in both selections? Explain.
- Do you share each author’s perspective? Use examples from the texts to support your answer.

Retelling
Have students retell the sequence of key events in Riding the Wind: Amelia Earhart by drawing pictures. Ask students to choose one event from the book they would like to retell. Have students draw the event and write one sentence describing it. When they have finished, hang the drawings on the board. Then, as a class, put the pictures in order to form a time line of events from Riding the Wind: Amelia Earhart.
As I read, I will pay attention to my tempo in order to match the action in the story.

1. Wilbur and Orville Wright built an airplane with an engine. They became the first people to fly a power-driven aircraft safely. Flight became safer and more popular in the decades after the Wright Brothers' first flight. Many people dreamed of becoming pilots. James Banning was one of them.

2. In 1903 Wilbur and Orville Wright built an airplane with an engine. They became the first people to fly a power-driven aircraft safely. Flight became safer and more popular in the decades after the Wright Brothers' first flight. Many people dreamed of becoming pilots. James Banning was one of them.

James Banning was born in the territory of Oklahoma in 1899. He had parents, like many other formerly enslaved people, who moved far from where they had worked as captives. His parents, like many other formerly enslaved people, had moved far from where they had worked as captives.

During segregation, African Americans should not have the opportunity to become airplane pilots. During segregation, African Americans should not have the opportunity to become airplane pilots.

Discuss the purpose of repetition and personification in a narrative poem, such as “Brave New Heights.”

Then have students look through poetry books and other resources to find and discuss the use of repetition and personification. You may wish to have students write their own poems using repetition and personification.

Remind students to pay close attention to the tempo and how it matches the action of the story. Then read one sentence at a time, having students echo-read the sentences, imitating your pace.

During independent time, partners can take turns reading the passage.

Timed Reading At the end of the week, have students read the passage and record their reading rate.
**Leveled Reader Lesson**

**Objective**  
Read to apply strategies and skills

**Materials**  
- **Leveled Reader** Against the Wind: James H. Banning  
- **Student Book** My Brothers’ Flying Machine

**PREVIEW AND PREDICT**

Have students preview Against the Wind: James H. Banning.
- Ask students to predict what this selection is about.
- Ask them to write down any questions they want answered.

**STRATEGY**  
**MONITOR COMPREHENSION**

Discuss self-monitoring strategies that students can use, such as adjusting their reading rate, summarizing, generating questions, and rereading.

**SKILL**  
**AUTHOR’S PERSPECTIVE**

Review: The author’s perspective is the way the author feels about his or her subject. Students can use their own experiences to evaluate how an author feels about an idea. Explain that students will fill in their Author’s Perspective Maps.

**READ AND RESPOND**

Read Chapter 1. Pause to discuss the way the author feels about James Banning. At the end of Chapter 1 fill in the Author’s Perspective Maps. Have students tell what they know about the author’s point of view from reading the first chapter. As students continue reading, have them add to their Author’s Perspective Maps.

**VOCABULARY WORDS**

As students finish Against the Wind: James H. Banning, have them point out vocabulary words as they appear. Then discuss how each word is used. Ask, *How does a glider of the late 1800s compare to modern airplanes?*

**MAKE CONNECTIONS ACROSS TEXTS**

Invite students to paraphrase and draw connections between My Brothers’ Flying Machine and Against the Wind: James H. Banning.
- Ask students which person they admired the most and why.
- Ask students if they see similarities in the author’s perspectives in these selections. Have them use details to support their answers.
Beyond Level Options

Student Book

Vocabulary

Objective 
Write a letter using vocabulary words

Materials
• Vocabulary Cards

EXTEND VOCABULARY

Use the Vocabulary Cards to review the vocabulary words. Ask students to use this week's words to write a letter to a friend. They can share what they have learned about the history of flight. Invite them to edit their letters with partners. Ask students to share their letters with the group.

Literary Elements

Objective 
Use repetition and personification to write a narrative poem

Materials
• Student Book “Brave New Heights”
• Poetry books, books about pilots

REPEITION AND PERSONIFICATION

Review “Brave New Heights.” Point out that repetition and personification help to make narrative poems more interesting, as well as easier to read and remember. Ask, What else might the ground do as the plane approached?

Have students identify the use of repetition and personification in a variety of narrative poems. Challenge them to read about other pilots or use what they have read already to write a narrative poem about a pilot.

Fluency

Objective 
Read fluently with appropriate prosody at a rate of 123–133 WCPM

Materials
• Beyond Practice Book B, p. 210

REPEATED READING

Work with students to begin marking up the Fluency passage on page 210 of Practice Book B. Remind them to pay attention to the tempo. Then read one sentence at a time, having students echo-read the sentences, imitating your pace. Echo-read through the entire passage again, keeping up the pace.

During independent reading time, partners can take turns reading the passage they have practiced reading aloud. Remind students to keep up with tempo and pace. Listen carefully and provide feedback.
Leveled Reader Lesson

Objective
Read to apply strategies and skills

Materials
• Leveled Reader Women in Flight

PREVIEW AND PREDICT
Have students preview Women in Flight, predict what it is about, and set a purpose for reading. Remind students to revisit their purposes and predictions during and after reading.

SKILL
AUTHOR’S PERSPECTIVE

Ask a student to explain what the term author’s perspective means and why it is important for understanding a biography. Explain that students will read Women in Flight together and fill in information about the author’s perspective.

READ AND RESPOND
As students read, they should identify details in the text that reflect the author’s point of view, and fill in their Author’s Perspective Maps. Invite students to discuss their completed maps with a partner.

VOCABULARY WORDS
Have students pay attention to vocabulary words as they come up. Review definitions as needed. Ask, What do you know about Amelia Earhart’s reputation when you read that she made headlines all over the world?

Self-Selected Reading

Objective
Read independently to identify author’s purpose

Materials
• Leveled Readers or trade books at students’ reading levels

READ TO IDENTIFY AUTHOR’S PERSPECTIVE

Invite students to choose trade books having to do with pilots for their daily independent reading. As students read, ask them to write notes about how they feel toward the people or events in each story. Invite them to share their opinions or reactions by citing examples from the text or personal experience.

After reading, have students summarize their selections for the group.

■ Do you think the author admired the people he or she wrote about? Why?
■ What details from the selection helped you to understand the author’s perspective?
Academic Language
Throughout the week, the English language learners will need help in building their understanding of the academic language used in daily instruction and assessment instruments. The following strategies will help to increase students’ language proficiency and comprehension of content and instructional words.

Use Strategies to Reinforce Academic Language

- **Use Context** Academic Language (see chart below) should be explained in the context of the task during Whole Group. Use gestures, expressions, and visuals to support meaning.

- **Use Visuals** Use charts, transparencies, and graphic organizers to point out and explain key labels to help students understand classroom language.

- **Model** Demonstrate the task using academic language in order for students to understand instruction.

Academic Language Used in Whole Group Instruction

<table>
<thead>
<tr>
<th>Content/Theme Words</th>
<th>Skill/Strategy Words</th>
<th>Writing/Grammar Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot air balloon (p. 730)</td>
<td>author’s perspective (p. 733A)</td>
<td>interview (p. 756)</td>
</tr>
<tr>
<td>manned flight (p. 730)</td>
<td>point of view (p. 733A)</td>
<td>important details (p. 756)</td>
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<td>jets (p. 730)</td>
<td>narrative poem (p. 754)</td>
<td>quotation marks (p. 756)</td>
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<td>repetition (p. 754)</td>
<td>prepositions (p. 757I)</td>
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<td>personification (p. 754)</td>
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<td>broke a record (p. 755)</td>
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</table>

For additional language support and oral language development, use the lesson at [www.macmillanmh.com](http://www.macmillanmh.com)
ELL Leveled Reader Lesson

Before Reading

DEVELOP ORAL LANGUAGE

Build Background  Show pictures of old airplanes and ask: How are these airplanes different from today’s airplanes? How was life different back then? Discuss.

Review Vocabulary  Write the vocabulary and story support words on the board and discuss the meanings. Ask them to use the words in sentences. If necessary, help them by starting the sentence. When he did something wonderful, people applauded him and congratulated him.

PREVIEW AND PREDICT

Point to the cover photograph and read the title aloud. Explain that James Banning was born when flying was still new. He had many difficulties becoming a pilot. Ask: Why do you think becoming a pilot then might have been harder than it is today?

Set a Purpose for Reading  Show the Author’s Perspective Chart and remind students they have used it before. Ask them to look for clues that identify the author’s perspective and fill in the chart. Encourage them to ask questions: What can a reader learn from James Banning’s life? What does the author want me to know?

During Reading

Choose from among the differentiated strategies below to support students’ reading at all stages of language acquisition.

Beginning

Shared Reading  As you read, model how to look for clues about author’s perspective. Model filling in the chart as you read.

Intermediate

Read Together  Read the first chapter. Help students retell it and model how to look for clues that identify the author’s perspective. Have students continue using the strategy as they read. Fill in the chart together.

Advanced

Independent Reading  After reading each day, ask students to discuss what they read with a partner. Encourage them to use the chart to record clues that identify the author’s perspective.

After Reading

Remind students to use the vocabulary and story words in their whole group activities.

Objective

• To apply vocabulary and comprehension skills

Materials

• ELL Leveled Reader

ELL 5 Day Planner

DAY 1  • Academic Language
        • Oral Language and Vocabulary Review

DAY 2  • Academic Language
        • ELL Leveled Reader

DAY 3  • Academic Language
        • ELL Leveled Reader

DAY 4  • Academic Language
        • ELL Leveled Reader

DAY 5  • Academic Language
        • ELL Leveled Reader Comprehension Check and Literacy Activities

ELL Teacher’s Guide

for students who need additional instruction

Objective  My Brothers’ Flying Machine

757V