



Read Aloud Transcript

Language Arts 3B Module 34
Immigration

Flight

By: Robert Burleigh
Book ISBN #: 9780399222726

Objectives:

- Students will make predictions.
- Students will identify cause/effect relationships in the text.
- Students will identify prepositions in sentences.

Before Reading	
Directions	Teacher Script
Point to the front of the book and say:	<i>Today we are going to read a story about Charles Lindbergh.</i>
Point to the title of the book and say:	<i>The title of this book is Flight.</i>
Point to the name of the author of the book and say:	<i>The author is Robert Burleigh. Who can tell me the job of the author of a story?</i>
Call on a student to share their answer. Point to the illustrator's name and say:	<i>This story is illustrated by Mike Wimmer. What is the job of the illustrator of the story?</i>
Call on a student to answer. When they answer that the illustrator draws the pictures, point to the cover so that the students can see the picture and say:	<i>Before reading the story, let's make a prediction. A prediction is when you make a guess about something based on clues you see. When you look at the cover of this book, what do you think this story is going to be about? Is this story fiction or non-fiction?</i>
Call on a few students to hear their predictions. Then, call on a few students to hear their answers to whether the story is fiction or non-fiction. Once a student answers "non-fiction," say:	<i>Correct! This is a non-fiction story. A non-fiction story teaches us facts or information on the topic we are reading about.</i>

Next, set a focus for the story by saying:

*This week our comprehension skill is **cause and effect**. We know that the **cause** is why something happened, and the **effect** is what happened.*

*Another skill we are working on this week is **prepositions**. A **preposition** is a word that shows direction or position.*

During Reading

Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are listening for cause-and-effect relationships in the text.</i>
Read page 7. Ask students the following:	<i>What year did Charles Lindbergh fly his plane from New York to Paris, France? Answer: 1927.</i> <i>What was the name of his plane? Answer: Spirit of St. Louis.</i> <i>In this part of this sentence, and on his small plane, what is the preposition?</i>
Call on a student to answer, the answer should be "on." Read pages 9-12. Ask students the following: When you ask the sixth question, point to the sentence in the text.	<i>How far is Paris, France from New York? Answer: over 3,600 miles away</i> <i>What ocean will Lindbergh fly across? Answer: The Atlantic Ocean</i> <i>Why was Lindbergh not able to see ahead on the plane? Answer: Because there is an extra fuel tank in front of the cockpit.</i> <i>Why did Lindbergh leave his radio and parachute behind? Answer: To make his plane lighter</i> <i>A thought ran through Lindbergh's mind to turn back and return</i>

	<p>home. What thought was stronger than this? <i>Answer: He had been waiting his whole life for this flight.</i></p> <p><i>In the sentence, It soars above the wire by only twenty feet, what are the prepositions?</i></p>
<p>Call on a student to answer, the answers should be "above" and "by."</p> <p>Read pages 13-16. Ask students the following:</p> <p>When you ask the sixth and seventh questions, point to the sentences in the text.</p>	<p><i>What does Lindbergh need to do to have enough fuel to reach his destination? Answer: Lindbergh has to cruise at one hundred miles an hour and stay on course.</i></p> <p><i>Why did Lindbergh write notes in a diary? Answer: He wanted to remember everything.</i></p> <p><i>What does he call the icebergs he sees below him? Answer: White pyramids.</i></p> <p><i>What does Lindbergh use to navigate? Answer: two compasses and the stars.</i></p> <p><i>When the author says, "Now I must cross not one, but two oceans," what two oceans does he mean? Answer: One of night and one of water.</i></p> <p><i>In the sentence, How far Paris seems – across the long ocean., what is the preposition? Answer: across.</i></p> <p><i>In the sentence, The sun sets far behind the plane, what is the preposition?</i></p>
<p>Call on a student to answer, the answer should be "behind."</p> <p>Read pages 17-22. Ask students the following:</p> <p>When you ask the fourth question, point to the sentences in the text.</p>	<p><i>Why did Lindbergh fly up very high at one point and then go back down again? Answer: Heavy ice formed on the wings.</i></p> <p><i>What was one of the hardest parts of the flight? Answer: staying awake.</i></p> <p><i>Why did Lindbergh not want to eat? Answer: He thought it was.</i></p>

	<p><i>easier to stay awake on an empty stomach.</i></p> <p><i>In the sentence, He moves through dense, curling fog, lit ghostly white by the moon, what are the prepositions? Answers: through and by.</i></p>
Read pages 23-28. Ask students the following:	<p><i>How do you think Lindbergh felt when he saw the porpoise, the seagull, and the boat? Possible Answer: Excited because he was close to land.</i></p> <p><i>Did Lindbergh stay on course? Give me a thumbs up or thumbs down.</i></p> <p><i>What is the detail that showed how strong Lindbergh's dream was? Answer: He decided to go all the way to Paris instead of landing in Ireland.</i></p>
Read pages 29-36. Ask students the following:	<p><i>How long did the flight take? Answer: Thirty-three and a half hours.</i></p> <p><i>What was the worst thing that happened to Lindbergh after he landed in Paris? Answer: People began to tear off pieces of his plane.</i></p> <p><i>How long had Lindbergh been awake with no sleep? Answer: Over 60 hours.</i></p> <p><i>What made Charles Lindbergh the most famous man in the world in 1927? Answer: He was the first person to fly solo across the Atlantic Ocean.</i></p>

After Reading	
Directions	Teacher Script
After finishing the story, complete the <i>Flight</i> Matching Interactive Activity with the students. They will be matching the cause-and-	<i>This week we learned about cause-and-effect relationships We are going to practice this by completing an interactive activity.</i>

effect relationships in the text. Say to the students:	
Pull up the activity link so that the students can see it.	<i>I am going to post a link to this activity for you to complete. You are going to read each cause and effect and then match the cause to the effect.</i>
Demonstrate how to click and match items on the interactive, but do not put them in the right order. Post the link to the matching interactive in the meeting chat box.	<i>I just posted the link to the chat. Click on the link and match the cause to the effect. When you are done, put your thumb up so that we can discuss the answers as a class.</i>
Give students a few minutes to complete the interactive on their own, then display the interactive and discuss the answers with the students.	<i>Let's look at the interactive together. What is the effect of There is an extra fuel tank in front of the cockpit? Answer: Lindbergh can't see straight ahead.</i>
After the students answer, click and drag the line from the cause to the effect and then say:	<i>What is the effect of Lindbergh is leaving behind his radio and parachute? Answer: this action keeps the plane lighter.</i>
After the students answer, click and drag the line from the cause to the effect and then say:	<i>What is the effect of Lindbergh cruises at one hundred miles an hour and stays on course? Answer: Lindbergh will have enough fuel to reach his destination.</i>
After the students answer, click and drag the line from the cause to the effect and then say:	<i>What is the effect of Lindbergh soars 10,500 feet where it is clear and very, very cold? Answer: Heavy ice forms on the plane's wings.</i>
After the students answer, click and drag the line from the cause to the effect and then say:	<i>What is the effect of Lindbergh flew his plane from New York to Paris, France? Answer: Lindbergh was the most famous man in the world in 1927.</i>
After the students answer, click and drag the line from the cause to the effect and then say:	<i>You did a great job matching the causes and effects from the text! As you do your independent reading this week, be sure to think about the cause-and-effect relationships in the story you are reading.</i>