



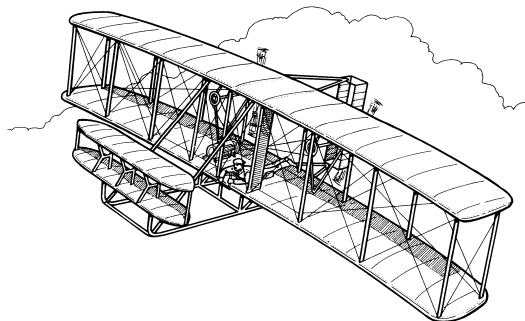
THE STORY OF THE WRIGHT BROTHERS TEACHER'S MANUAL

The Story of the Wright Brothers Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–4, *The Story of the Wright Brothers* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 5 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 6 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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THE STORY OF THE WRIGHT BROTHERS

TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4, RI.4.4, RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 (grades 4 and 5) topic or subject area</i>.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.10, RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<p>Foundational Skills</p>	<p>RF.3.3, RF.4.3, RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4, RF.4.4, RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>

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<p>Writing</p>	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3, W.4.3, W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.5, W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Speaking and Listening</p>	<p>SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

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CCSS

Common Core State Standards, *continued*

Language

L.3.1, L.4.1, L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.3, L.4.3, L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 (grades 4 and 5) reading and content*, choosing flexibly from a range of strategies.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

THE STORY OF THE WRIGHT BROTHERS

Summary

The book uses pictures and text to introduce students to the lives and achievements of Orville and Wilbur Wright.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Display the front cover of the book. Ask students to identify the title and the author. Have volunteers describe what is happening in the cover illustration and use that information to predict what they might learn about in the book. (RI.3.7, SL.3.1, SL.4.1, SL.5.1)• Divide students into seven groups. Remind the class that when they summarize, they retell the main ideas in their own words. Read the Introduction at the beginning of the book aloud as the class follows along. After each paragraph, ask a different group to summarize the content for the class. (RF.3.4.a, RF.4.4.a, SL.4.2, RF.5.4.a, SL.5.2)
	Present a Reading Routine <ul style="list-style-type: none">• Have each student read a page aloud. When students encounter a multisyllable word that they cannot pronounce, demonstrate how to divide the word into syllables. Continue by pronouncing each syllable and blending the word parts aloud. Have students repeat as you segment and blend the word. Read any challenging names in the text for students and have them repeat. (RF.3.3, RF.3.3.c, RF.3.4.b, RF.4.3, RF.4.3.a, RF.4.4.b, RF.5.3, RF.5.3.a, RF.5.4.b)• For each page, ask students questions that require them to refer to details in the text and pictures to answer accurately. (RI.3.1, RI.3.7, SL.3.1, RI.4.1, SL.4.1, SL.5.1)
	Provide Activities for Reading <ul style="list-style-type: none">• Remind students that the text has numbered headings. Have them locate the text on pages that have headings with numbers 3 and 11. Ask students to read the text silently. Have them use phrases such as <i>the effect of</i> and <i>as a result</i> in complete sentences to describe the connection between the cambered airfoil wing and human flight. (RI.3.3, RI.3.5, RI.3.10, SL.3.6, RI.4.3, RI.4.10, RI.5.3, RI.5.10)• Have students reread the text and study the picture on the page with heading number 2. Have volunteers identify something they learn from the illustration that they do not learn from the text. Discuss with the class how their understanding of the text would be affected if there were no picture. Continue with other pages. (RI.3.7, RF.3.4.a, RI.4.7, RF.4.4.a, RF.5.4.a)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Group students. Have them create a rhyming poem about the Wright brothers. Have each group read their poem to the class. (SL.3.1, SL.3.1.b, SL.3.4, L.3.3, SL.4.1, SL.4.4, L.4.3, SL.5.1, L.5.3)• Language Skills: Remind students that nouns name people, places, and things. Some nouns, such as <i>idea</i>, are things that we cannot see, smell, hear, touch, or taste. Write these abstract nouns from the final page of text on the board: contribution, progress, century, imagination, reality. Discuss with the group how these words differ from concrete nouns such as <i>airplane</i>. If necessary, review the meanings of the words on the board. Then have students use abstract nouns in sentences. (L.3.1.c, L.3.6, L.4.1, L.4.6, L.5.1, L.5.6)

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Vocabulary	
<p>Summary Have students use the following strategy to identify the meanings of unknown words in a reading selection.</p>	
Vocabulary Activities	<p>Context Clues Tell students that context clues are words and sentences near an unknown word. Point out that context clues offer hints to the meaning of the unknown word. Direct students to the page that has a heading with number 21. Have a volunteer read the text aloud as the class follows along. Write the word <i>monarchs</i> on the board. Point out to the group that the sentences directly before and after the one in which <i>monarchs</i> appears contain clues to the meaning of the word. Have students share what a monarch is along with the text clues that helped them discover its meaning. (RI.3.4, L.3.4.a, RI.4.4, L.4.4.a, RI.5.4, L.5.4.a)</p>
Writing	
<p>Summary Have students develop their writing skills by completing the following activities.</p>	
Writing Activities	<p>Narrative Writing Direct students to the page that has a heading with number 1. Have them reread the text and study the picture. Remind the class that a fictional narrative is a story that is made up. Ask students to write a fictional narrative about the boy in the picture. Encourage students to describe how the boy is feeling and how he responds to the events in their story. Create a word bank of these and other transitional words and phrases on the board: at first, before long, in the meantime, soon, afterward. Have students use a variety of these words and phrases as they write to establish a clear event sequence. (RI.3.10, W.3.3, W.3.3.b, W.3.3.c, RI.4.10, W.4.3, W.4.3.b, W.4.3.c, RI.5.10, W.5.3, W.5.3.b, W.5.3.c)</p>
	<p>Informative/Explanatory Writing Discuss the Wright brothers' flights on December 17, 1903, with students. Have students write a report that gives information about the historic flights. Students should research and take notes to learn more about the flights using print sources and approved online sources. Tell them to include plenty of facts and details in their writing and to list their sources at the end of the report. (W.3.2, W.3.2.b, W.3.7, W.3.8, W.4.2, W.4.2.b, W.4.7, W.4.8, W.5.2, W.5.2.b, W.5.7, W.5.8)</p>
	<p>Opinion Writing Review the various aircraft in the book with students. Have them think about which craft they would like to ride in. Have students write an opinion piece that introduces the topic, clearly states their opinion, contains reasons to support the opinion, and ends with a concluding statement. After students finish writing, have them share their work with the class. (W.3.1, W.3.1.a, W.3.1.d, W.3.5, W.4.1, W.4.1.a, W.4.1.d, W.4.5, W.5.1, W.5.1.a, W.5.1.d, W.5.5)</p>

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