

Nobody Owns the Sky

A RIF GUIDE FOR EDUCATORS

Themes: Black History, Women, Aviation, Bravery, Hard Work, Civil Rights

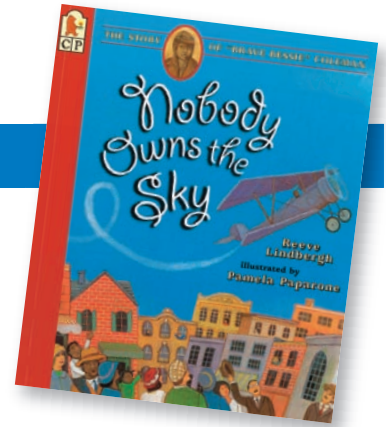
Grade Level: K to 3rd grade

Book Brief: The story of Bessie Coleman, a young woman who dreams of flying an airplane during the 1920s.

Author:
Reeve Lindbergh

Illustrator:
Pamela Paparone

Content Connections:
Science, Social Studies



TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: Have students make predictions about the text based on the front cover illustrations and the title. Have them talk about the difference between fact and fiction, biography and the author's purpose.

The Pictures: For younger students, take a brief picture walk. Notice the way that Bessie is washing the clothes, where she lives, how they farm, the way people dress, cars on the street and the plane that Bessie is flying. Talk about how these pictures help your students understand the time frame of this story.

Prior Knowledge: Find out what your students already know about flight. Do they know about aviators? Have they ever been to an air show, a museum or the airport? Are your students familiar with the geographical locations mentioned in the text (Texas, Florida, Chicago, Boston, France)? Have students look up Charles Lindbergh and Anne Morrow Lindbergh. How were they associated with aviation?

Vocabulary: century, manicured, lectured

Purpose for Reading: Students can infer by setting the following purpose: "As we read today, I want you to think about why Bessie might have wanted to be a pilot."

WHILE WE READ

MONITORING COMPREHENSION

- ◆ Who do you think told Bessie she was crazy?
- ◆ Why would flying be such a challenge for Bessie in the 1920s?

- ◆ Why was France a better place for Bessie to learn to fly than the United States?
- ◆ Do you think Bessie was able to change people's minds about women? About flying? Why or why not?

LET'S THINK ABOUT

Our Purpose: Revisit the purpose: "Why do you think Bessie wanted to become a pilot?" Encourage your students to think about evidence in the text that can help support their opinions.

Extending Our Thinking: Ask students to think about how Bessie might have felt while she was working in Chicago before going to France, how her parents might have felt about her flying and how the term "brave" describes her. Ask what questions your students have about the text.

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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