

High Flyers!

Amelia Earhart and
other stories

Imagine That!

Stories

Supplemental

Lesson Pack

HELPFUL ADVICE

These are *Imagine That!* stories that can be used with with the Visualizing and Verbalizing® program or any program of instruction to develop imagery for language comprehension. Although these stories have been written at specific grade levels, you can use them with other grade levels as you feel is appropriate. Each story features a main idea or topic to be imaged, and then provides detailed imagery for the topic. While sentences or paragraphs may contain much concrete detail that can be imaged, others contain abstract concepts.

It is recommended that you start with the vocabulary to help students both with decoding and with imaging new words and concepts. While reading the story, be sure to ask imagery questions to elicit detailed imagery from the student.

Once you have completed each story, move on to the higher order thinking (HOT) questions. These are main idea, inference, conclusion, evaluation, and prediction questions. The order of the HOT questions is such that they stimulate students' thinking first about the gestalt, and then about the details of the story. Some questions may include contrast or introduce additional information from which the students can extend their thinking about the story. It is not necessary to ask every question, but be sure you ask enough that your student has the gestalt of the story.

Additional activities are provided in the form of puzzles.

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Preread words for each story:

1

jet pilot
crowd
streaks
stunt

3

grove oxygen mask
oil leak design
collarbone troop
cockpit impact

2

crates
wiggle
parachute
copilot

4

flying suit navigator
South Pacific castaway
record

Study and visualize the vocabulary:

stunt: a difficult or dangerous act (*n.*)

pilot: the person who flies the airplane (*n.*)

parachute: a large, lightweight sheet, attached to a falling person or thing, that unfolds in the wind and causes the person or thing to fall slowly (*n.*)

copilot: the second pilot in an airplane (*n.*)

design: a picture or layout to show how something will be made (*n.*)

U.S. Congress: a governing group made up of the elected members of the House of Representatives and the Senate (United States) (*n.*)

troop: a group of soldiers (*n.*)

impact: a forceful contact (*n.*)

record: the best time, distance, etc., of its kind (*n.*)

navigator: a person who figures out the right course for a ship or airplane (*n.*)

castaway: a person who has escaped a wreck and is forced to live in a strange land, usually on an island (*n.*)

Tip: Use the *Picture to Picture* or *Word Imaging* steps to reinforce vocabulary.



1. Blue Angels

The Blue Angels, a skilled team of stunt pilots, train hard to perform for crowds at air shows. With the wings of each plane just feet apart, they practice rolls, loops, turns, and dives at high speeds. If one jet bumps the next, they will all go down in flames. The six men spend hours each day strapped into their blue and gold jets. At the air shows, crowds gasp and cheer as the team streaks through the sky above them.

From what you pictured...

1. What is the main idea of this story?
2. Why do you think the crowds gasp and cheer at the air shows?
3. What might happen if the team made a mistake over the crowd?
4. Do you think it's hard to fly so close to each other? Why or why not?
5. Why do you think they spend so much time practicing?
6. Do you think just any pilot can become a Blue Angel? Explain.

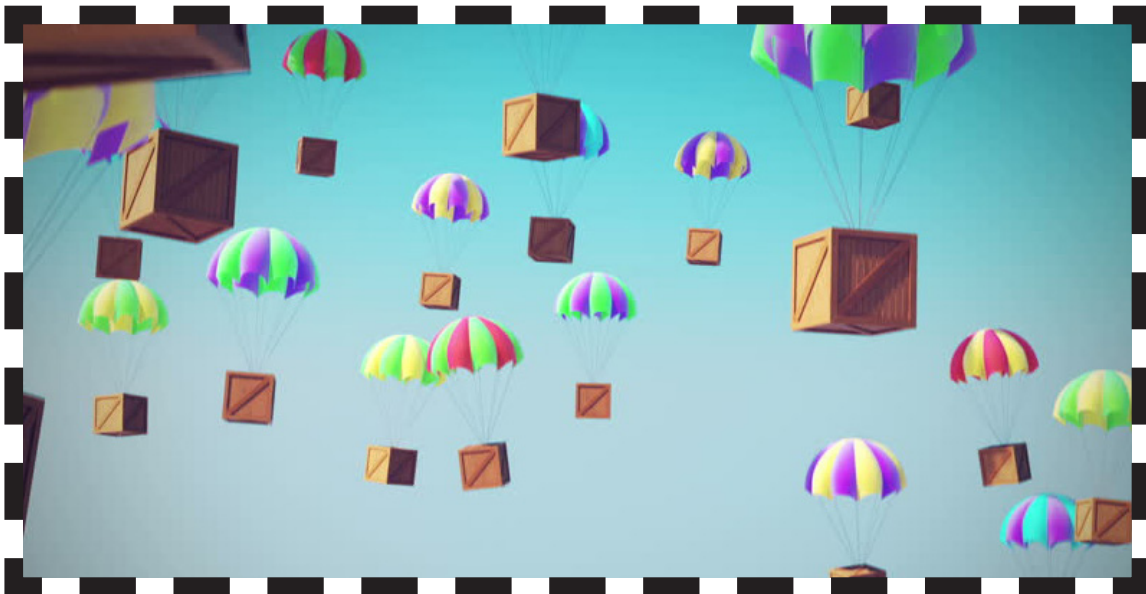


2. The Chocolate Uncle

In a war, many planes flew over a city each day to drop off supplies for the people who lived there. Soldiers opened the doors of flying planes and pushed out crates tied to parachutes. The crates floated down to the ground, and the people who found them took out food and clothing. But one pilot dropped crates of candy for the kids in the town. Each time the man flew over the town, he wiggled his plane's wings up and down. Then his copilot pushed a crate full of treats out of the plane. When the kids on the ground saw the plane's wings wiggle and the crate floating down, they ran toward it.

From what you pictured...

1. What is the main idea of this story?
2. Why do you think the planes dropped off supplies for the people in the city?
3. Why do you think the crates were tied to parachutes?
4. Why do you think the pilot wiggled his plane's wings up and down?
5. The kids in the city called the pilot "the Chocolate Uncle." Why do you think they called him that?



3. A High Flyer

In the 1920s, Howard Hughes made a film about airplanes fighting in the sky. He shot a dangerous scene with over forty planes flying in the sky at once. Hughes spent months filming this fight. Near the end, two planes crashed in the air, and a third plane lost control and crashed into a grove of orange trees. After that, the other pilots refused to fly. So Hughes flew a plane himself, and his crew on the ground filmed the final shots. He crashed the plane when he tried to land, but was not hurt.

Hughes also drew designs of new body styles for planes. He had his own company build them. He designed wheels that folded up into the body of the plane after takeoff. This allowed the plane to fly faster and more smoothly. Today most planes use this design for their landing gear. The U.S. Congress gave Hughes a gold medal for his designs.

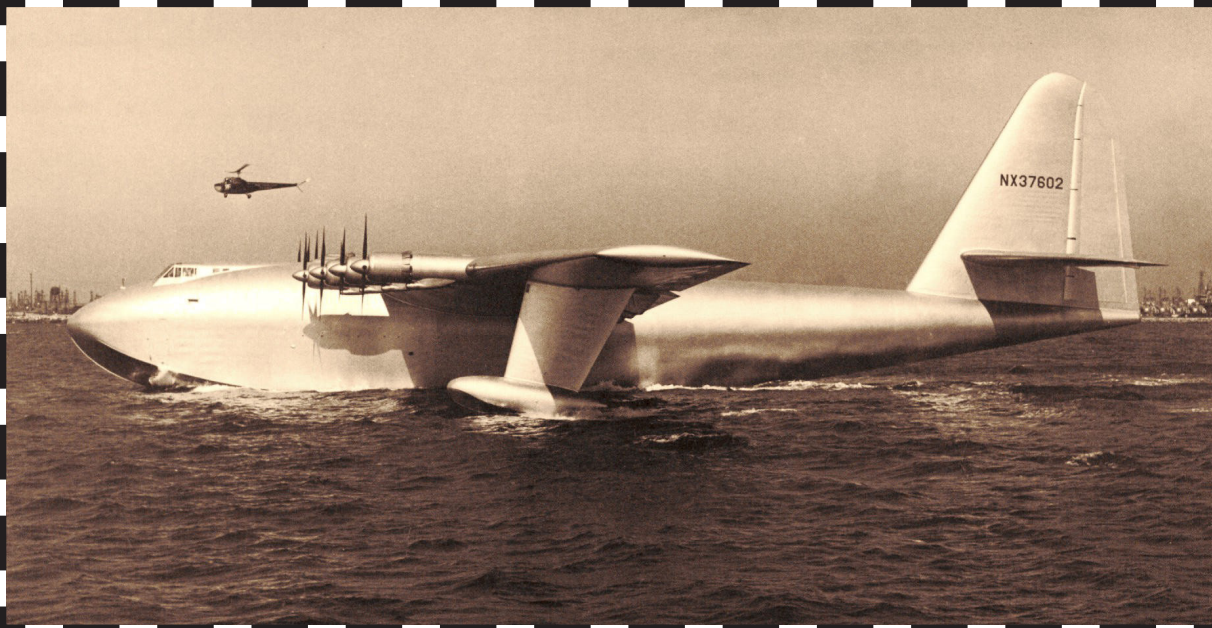
Hughes's most famous design was a huge wooden plane called the Spruce Goose that could land on the ground and on water. Hughes built the plane to carry troops during World War II. Some people thought the plane was too big and heavy to fly. Hughes proved them wrong by flying it for a mile over the ocean. This flight was the only time the plane left the ground. The war ended, and the Spruce Goose sat empty.

Hughes was a fearless pilot, testing many of the planes he designed himself. During one test flight, a plane he built had an oil leak, and he had to crash-land. The plane smashed through three houses and slammed into the ground. The impact broke Hughes' collarbone and six of his ribs. Then the plane's gas tank exploded. Hughes was stuck in the cockpit and got badly burned. A man pulled Hughes out of the plane and away from the flames, saving his life.

Hughes set many speed records with his planes. In 1937, he set out to make the fastest flight across the U.S. He took off from California at two in the morning, and flew all night. He flew so high he had to wear an oxygen mask. The mask stopped working, and he felt dizzy because he could not breathe. But he kept going and finally landed in New Jersey seven and a half hours later—beating the old record.

From what you pictured...

1. What is the main idea of this story?
2. Why do you think Hughes flew a plane during the filming?
3. Why do you think he tested his planes himself? Why not hire someone else?
4. Why do you think the U.S. Congress gave Hughes a gold medal for his designs?
5. Why do you think the story describes Hughes as a fearless pilot?
6. How do you think Hughes felt when he made it across the U.S. in seven and a half hours?



4. The Mystery of the Vanishing Pilot

Determined Amelia Earhart was one of the most famous pilots in the 1930s. She took her first flying lesson as a young woman and quickly bought her own plane six months later. At thirty-four years old, Earhart zipped up her leather flying suit and hopped into the small cockpit of her “Little Red Bus.” She was the first woman to cross the Atlantic Ocean alone. She flew her sturdy red plane all over the United States and set many more records. But Earhart had a bigger goal in mind.

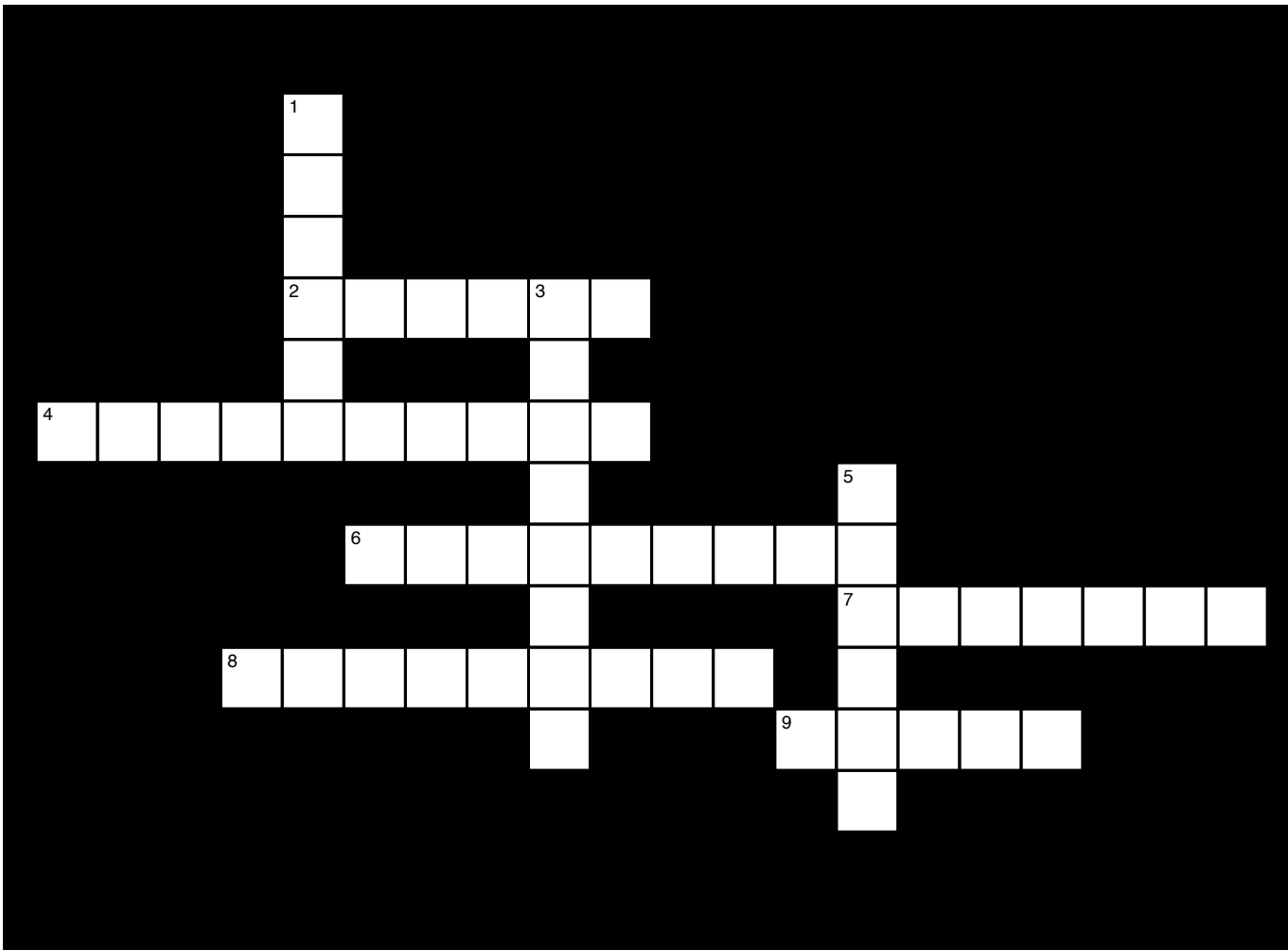
In 1937 Earhart set out to fly around the world and make more than twenty stops along the way. She had a new silver and red plane built to hold more fuel. But the shiny plane had a new radio system that Earhart had to learn fast. With only her navigator, Fred Noonan, Earhart flew from Florida to the South Pacific in forty days. The next morning, they were bound for a small island in the middle of the ocean. But the plane never landed. They were never heard from again.

Most people believed they had flown off course and crashed into the sea. But others now think Earhart and Noonan were stranded on a deserted island. The castaways were never found. But a few years after the crash, thirteen bones were discovered on a tiny island. Today, scientists are searching for remains on the same island. They could find the final clues to solve the mystery of Earhart’s last flight.

From what you pictured...

1. Why do you think Amelia Earhart was one of the most famous pilots?
2. Why do you think she bought her own plane after her flying lesson?
3. Why do you think the story calls Earhart “determined?”
4. Why do you think Earhart wanted to fly around the world?
5. Do you think the new radio system may have influenced the crash? Why or why not?
6. Why do you think the bones found on the deserted island are important?
7. Do you think the scientists will solve the mystery? Why or why not?





Across

- 2. A forceful contact
- 4. A governing group made up of the elected members of the House of Representatives and the Senate
- 6. A large, lightweight sheet, attached to a falling person or thing, that unfolds in the wind and causes the person or thing to fall slowly
- 7. The second pilot in an airplane
- 8. A person who figures out the right course for a ship or airplane
- 9. A group of soldiers

Down

- 1. A picture or layout to show how something will be made
- 3. A person who has escaped a wreck and is forced to live in a strange land, usually on an island
- 5. The best time, distance, etc., of its kind



WORD SEARCH



parachute
record

copilot
navigator

design
castaway

U.S. Congress

troop

impact

