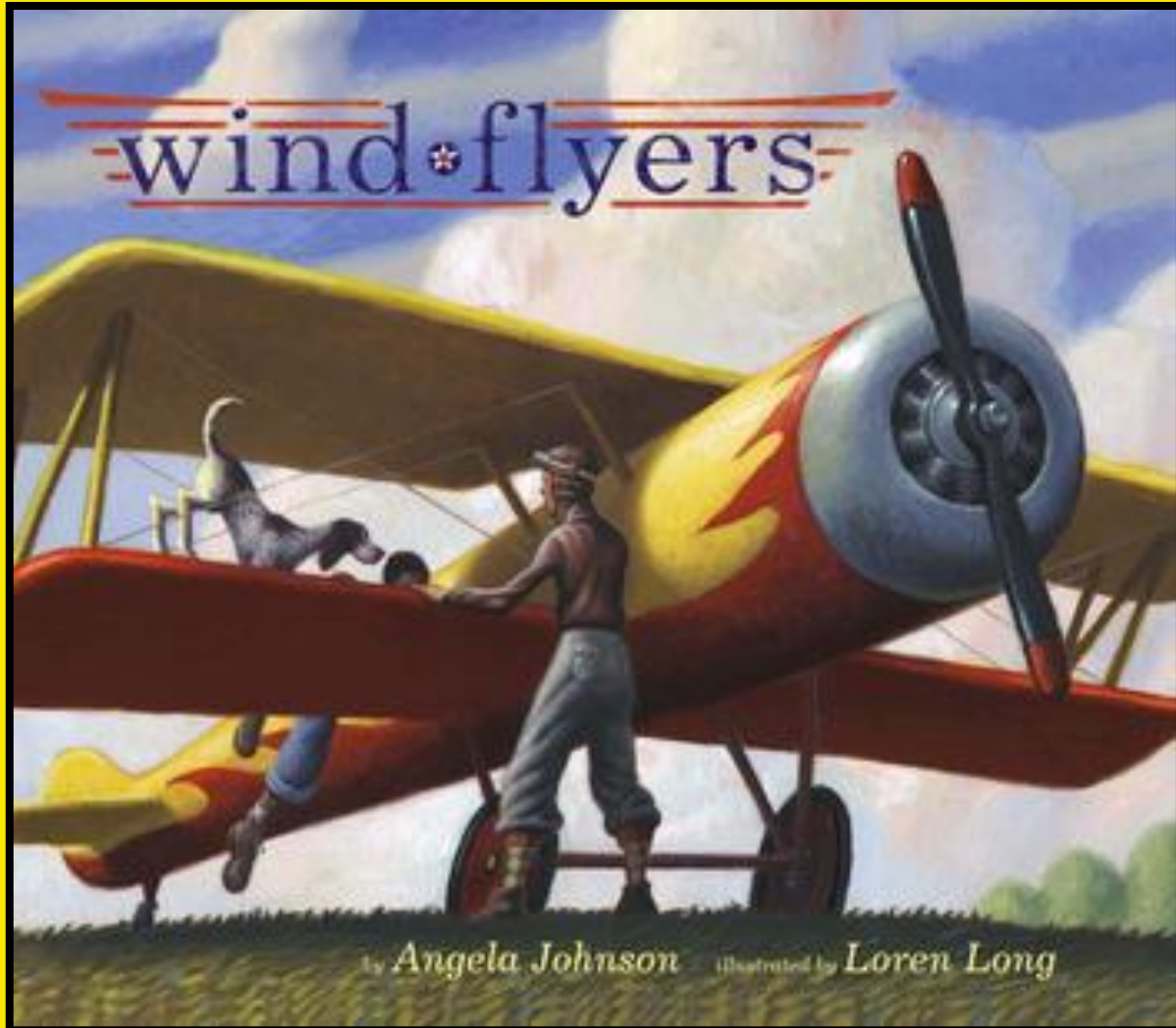


2nd & 3rd Grades Lesson Plan
Keep Moving Forward
The Tuskegee Airmen



WREATHS
— *across* —
AMERICA

Wreaths Across America

Lesson Plan

Teacher:	Date:
Grades: 2 nd & 3 rd	Lesson: Keep Moving Forward; Tuskegee Airmen; Black History; Veterans Day

<p>OBJECTIVES: CCSS.ELA RL.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA R3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS Literacy ELA. L3.3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; Comprehension Questions <i>Wind Flyers</i> ; copies of Story Elements <i>Wind Flyers</i> Graphic Organizer; copies of 5 W's Activity; copies of Summarize the Story <i>Wind Flyers</i> ; copies of Tuskegee Airmen Coloring Page
Engage: Hook the students	Explain: A genre is a particular category of music, art, or literature. The genre of historical fiction includes stories that are written to portray a time period or convey information about a specific time period or historical event. The setting is the most important literary element. Literary elements are the basic components of a story, such as the characters, setting, and plot. They are the foundation of a story. When writing historical fiction, the information about the setting-place & time should be accurate. Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner, and share their answer. T/P/S Question: Historical fiction can help us learn about people in different places and times. What time period or historical event would you like to learn about? Why?
Explore: Students make sense of a concept through observations.	Play the You-Tube Read Aloud Video, <i>Wind Flyers</i> , Author-Angela Johnson, Illustrator-Loren Long. https://youtu.be/hxw3a79uqiQ?si=qDRSkBGYAYqfMwXo Hand out Comprehension Questions <i>Wind Flyer</i> . Allow students time to complete the assignment. Hand out Story Elements <i>Wind Flyers</i> Graphic Organizer. Allow students time to complete the assignment. Hand out the 5 W's Activity. Allow students time to complete the assignment. Hand out Summarize the Story <i>Wind Flyers</i> . Allow students time to complete the assignment. Hand out Tuskegee Airmen Coloring Page. Allow students time to complete the assignment.
Explain: Teacher introduces formal vocabulary and language to students.	Genre mahogany Historical fiction discrimination Flying barn stormer
Elaborate: Students apply what they have learned.	2 nd Grade: Students will ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text and use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 3 rd Grade: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers and describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Evaluate: assessment.	Teachers will select which activities to use as formal/informal assessments.
Enrichment/Service-Learning Project	Just as the Tuskegee Airmen served their country during World War II, students will brainstorm a way to serve their local community in honor of the Tuskegee Airmen. See a list of potential projects on the last page.

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Name _____

Comprehension Questions *Wind Flyers*

1. The book *Wind Flyers* is in the genre known as historical fiction. What is historical fiction?
2. What is the most important literary element in historical fiction?
3. When great-great uncle was a young boy, what did he want to do more than anything?
4. Great-great uncle jumped off the barn when he was seven years old, what reason did he give for jumping off of the barn?
5. What is the nickname for a pilot who traveled across the country, performing aerial stunts and offering joy rides for a price in an airplane?
6. How much did great-great uncle pay to ride with the flying barnstormer?
7. When great-great uncle was older, he joined the Army Air Force and became one of the Tuskegee Airmen. Why didn't the Army Air Force want the Tuskegee Airmen at first?
8. What did great-great uncle say when asked if it was a big war?
9. What did great-great uncle mean in question 8?
10. Resilient means overcoming obstacles in difficult times. How did the Tuskegee Airmen show that they were resilient?



Wreaths Across America

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Answer Key

Name _____

Comprehension Questions *Wind Flyers*

1. The book *Wind Flyers* is in the genre known as historical fiction. What is historical fiction? **Historical fiction stories are written to portray a time period or convey information about a specific time period or historical event.**
2. What is the most important literary element in historical fiction? **The most important literary element in historical fiction is the setting.**
3. When great-great uncle was a young boy, what did he want to do more than anything? **When great-great uncle was a young boy, all he wanted to do was fly.**
4. Great-great uncle jumped off the barn when he was seven years old, what reason did he give for jumping off of the barn? **Great-great uncle said he jumped off the barn because he saw some birds flying.**
5. What is the nickname for a pilot who traveled across the country, performing aerial stunts and offering joy rides for a price in an airplane? **A pilot who traveled across the country, performing aerial stunts and offering joy rides for a price are called flying barnstormers.**
6. How much did great-great uncle pay to ride with the flying barnstormer? **Great-great uncle paid seventy-five cents to ride with the flying barnstormer.**
7. When great-great uncle was older, he joined the Army Air Force and became one of the Tuskegee Airmen. Why didn't the Army Air Force want the Tuskegee Airmen at first? **The Army Air Force did not want the Tuskegee Airmen because they were black.**
8. What did great-great uncle say when asked if it was a big war? **Great-great uncle said all wars are big wars.**
9. What did great-great uncle mean in question 8? **Answers will vary.**
10. Resilient means overcoming obstacles in difficult times. How did the Tuskegee Airmen show that they were resilient? **Answers will vary but should include they had to overcome being discriminated against because they were the first black pilots.**



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Name _____

Story Elements *Wind Flyers* Graphic Organizer

Main Character



Setting



Problem



Solution



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Name _____

Wind Flyers 5 W's Worksheet

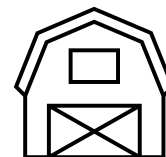
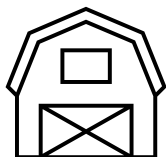
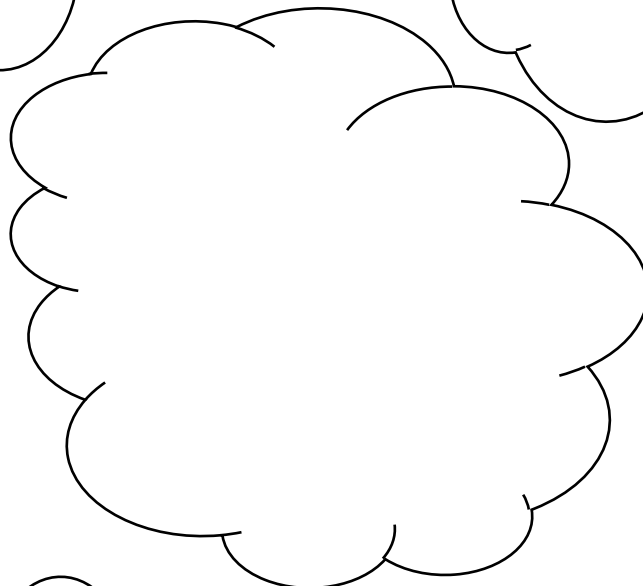
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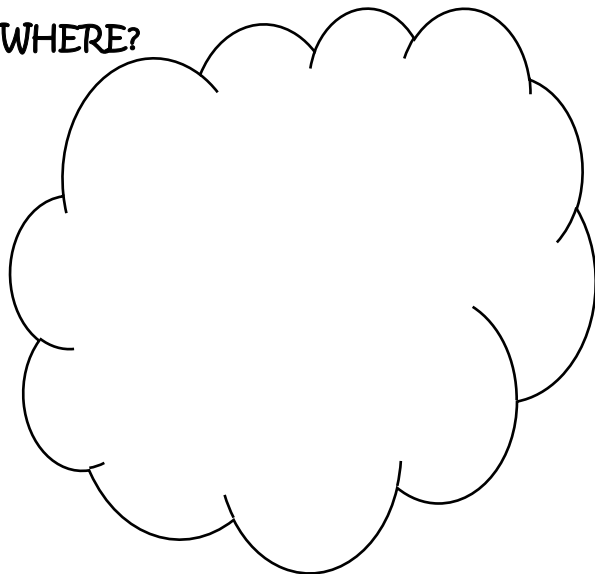
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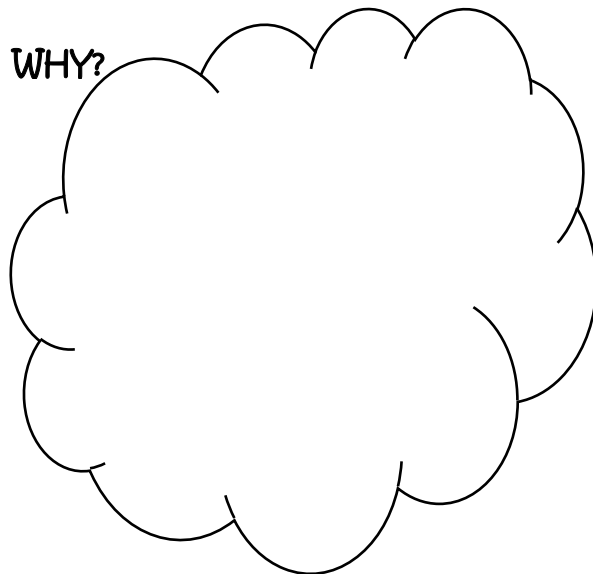
WHEN?



WHERE?



WHY?



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SUMMARIZE the STORY *Wind Flyers*

We see different sides of Great-great uncle's character in the book. List his character traits, motivations, feelings in the first box. Then answer the questions about how great-great uncle's character influenced each section of the book.

Great-great uncle's Character, Motivations and Feelings

How do great-great-uncle's actions contribute to the book's beginning?

How do great-great uncle's actions contribute to the book's middle?

How do great-great uncle's actions contribute to the book's ending?



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African American Legends for Little Learners ©

Remember-Honor-Teach

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Grades K-5 Action Plans

1. Draw pictures or make cards for servicemen and women overseas or veterans at a local VA Hospital or VA Home. [Operation Gratitude](#) sends over 250,000 packages to Servicemen and Women, and First Responders annually, the link above provides guidelines for participation in their program.
2. Make cards for Senior citizens in your community for the various holidays. Teachers/Parents can help their children by:
 - * contacting local nursing homes, senior centers and VA Homes to determine the procedure they have for community involvement, the numbers of residents, etc.
 - * setting up a calendar as a reminder to your child letting them know when certain holidays are coming.
 - * providing materials: crayons, paper, coloring sheets for younger students
 - * setting up a time for delivery of the cards to the facility, or help your child mail the cards at the Post Office.
3. Decorate placemats to be used for Senior citizens during the holidays with a special note or picture! Many agencies deliver meals to Seniors who have mobility problems and are on a fixed income. Teachers/Parents can help their children by:
 - * contacting local agencies that provide meals for Seniors, coordinate with the agency to provide placemats for an upcoming holiday
 - * talking with your child's teacher to see if this could be a classroom project
 - * provide materials,
4. [Donate gently used or new stuffed animals](#) to a local fire department or police station to give to children in emergencies.
5. During your birthday month, donate cake mix, frosting, candles, and an age-appropriate toy in a box. Donate items to a local food pantry or school social worker for families in need of a birthday cake. Let your child decorate the bag/box with a birthday message. Parents can help their children by:
 - * contacting a local food bank or their child's school to arrange a drop-off point
 - * purchasing the items to donate
 - * taking their child to be a part of the drop-off
6. Collect school supplies, coloring books/crayons or games to donate to local homeless shelters or local children's hospitals.
 - * contacting a local food bank or their children's hospital to arrange a drop-off point
 - * purchasing the items to donate
 - * taking their child to be a part of the drop-off
7. Make a no-sew fleece blanket for a child in need with [Project Linus](#), or a Veteran in need with [Soldiers' Angels](#). Parents can help their children by:
 - * log on to the Project Linus or Soldiers' Angels to check out the specifications for the blankets,
 - * help their child purchase materials
 - * help their child make the blanket if necessary
 - * take their child to ship or deliver the blanket