

National Geographic Kids Readers: Amelia Earhart

Notes for teachers: using this book in the classroom

Reading objectives: read accurately words of two or more syllables; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; discuss and clarify the meanings of words, linking new meanings to known vocabulary; answer and ask questions

Spoken language objectives: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Curriculum links: Geography: Geographical skills and fieldwork; History: significant global events; Mathematics: measurement; Art: drawing to develop imagination

Interest words: pilot, career, aviation, navigator

Resources: paper, pencils, crayons

Pronunciation guide: Roosevelt (Rose-uh-velt)

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - the technical vocabulary used in the contents list, e.g. *glossary*
 - the vocabulary associated with early aviation, e.g. *aeroplanes, navigator, pilot*
 - decoding the less familiar multi-syllable and compound words, e.g. *becoming, playsuits*
 - reading the dates of events in the book and understanding how to read the timeline over two spreads (pp26–29).
- Children may need help decoding and pronouncing the names of the people and places featured, e.g. *Amelia Earhart, Franklin Roosevelt, Eleanor Roosevelt, Purdue University, George Putnam, Smithsonian National Air and Space Museum, Pacific Ocean*
- Children may need help using the organisational devices, e.g. the contents list to find information; the glossary to learn the meaning of new words: *aviation, career, navigator, pilot*.
- Children may need help to understand why Amelia was an exceptional woman in the era in which she lived.
- Help children to notice Amelia's skills and personality traits and begin to describe what helped her to become successful as a pilot.

Collins

- Children will enjoy reading the fun facts on pp22–23 and completing the quiz on pp30–31.
- The title and information on pp26–27 *The Last Flight* can be used to make predictions about what happened to Amelia.

Images

- Look at the images of Amelia on the front cover, title page, and p4. Ask children to describe her appearance and clothing, supporting their vocabulary choices and linking their descriptions to her career.
- Look carefully the timeline on pp26–29 together, and the map on p29. Help children to read the timeline and follow her final flight around the world.

Activities

- Ask children to paint a portrait of Amelia and to surround it with words to describe her skills.
- Play the *What in the World?* quiz together to develop children's vocabulary.
- Use the information on pp12–13 to discuss how life has changed for women in the last 100 years.

Questions

- Why was Amelia Earhart famous?
- When was Amelia born?
- What did Amelia wear when she was flying?
- What was different and the same about life in Amelia's time and now?
- What happened to Amelia Earhart?