



Unit Plan

Wright Brothers

Directions used for each page.

- Direct Students to Look at the illustration on the page.
- Read page
- Identify the Main Idea in bold.
- Direct students to place their Main Idea flashcard under the illustration.
- Begin Talking Points discussion (see questioning strategies)
- If a video link appears in the lesson plan, be sure to move the video to the starting point to avoid advertisements.

Learning Goals

Cultural Literacy: The Wright Brothers, types of cycles: **unicycle**, **bicycle**, and **tricycle**, Wright Brothers, invention of airplane, old fashion, old fashion bicycles, Wright Brothers National Memorial, writing a letter to inquire about something

Geography: Ohio and North Carolina

Vocabulary: few, repair, invent, mechanic

Social Studies Standards:

Strand 1, Concept 1 PO1: Maps, charts, graphs, tables charts time lines

S1, C7 PO3 Discuss how the Industrial Revolution in the United States was supported by innovations in technology (**Henry Ford**) (**Alexander Graham Bell**) (**Wright Brothers**)

S1, C7 PO8 Identify the following groups' contributions to the changing social and political structure of the United States: social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton) d. inventors: (**Henry Ford**) (**Henry Ford**) (**Wright Brothers**) (**Roaring 20s**) and (**Women's Suffrage**)

S1, C5, PO5 PO 5. Describe the impact of the following aspects of the Industrial Revolution on the United States: a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing c. urbanization d. inventions (e.g., telegraph, cotton gin, interchangeable parts) (**Henry Ford,**) (**Alexander Graham Bell**) (**Wright Brothers**)

Language Arts and Reading Standards: See Worksheet Standards Alignment document



Unit Plan

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Airplane page 1	Mechanic page 2	Bicycle page 4	Kite page 6
Summary	Bicycles page 5	First flight - page 8		
Custom	Bicycle Parts page 5	Calendar December page 8	Letter end of book	
Coloring Page	Mechanic page 2	Bicycle page 3	Airplane page 8	
Presentation	Uni, bi, tri page 3	Things that fly page 1	Kitty Hawk Pg.8	

	Words and page
Reading Match	bicycle, airplane, kite, Wright Brothers page 6
Vocabulary	few, repair, invent, mechanic page 7

	Concept and Page		Concept and Page
Sorting	Plane End of book	Wh Questions	What – End of book
Classification	Things that can fly page 8	Book Exam	Pre and Post Assessment
Pattern	Bicycle and airplane End of book	Sentence Scramble	End of book
EZ Summary	End of book	Question and Answer	End of book
Opinion	Mechanic Page 2	Fill in the Blank Short Answer	End of book End of Book
Map Activity	Ohio and NC page 8	Reading Assessment	End of book
Grammar	road/rode page 4	Vocabulary Assessment	End of book



Unit Plan

How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: Orville and Wilbur Wright were brothers who lived a long time ago. They are famous for inventing and flying the first airplane. They were the first people who made an airplane that could fly in the sky!

Pointing Questions: hats, moustache, ties, suit, black suit, brick wall

Short Answer: Who invented the airplane? What did the Wright Brothers invent?

Yes/No: Were Orville and Wilbur brothers? Did the Wright Brothers invent the car? Did the Wright Brothers invent the airplane? Are the Wright Brothers wearing a hat? Do you see bricks in the picture? Are the Wright Brothers alive now?

Sharing opinion/experiences: What do you like to do with your brother? Have you ever flown on an airplane? What other brick buildings have you seen? Why do people wear hats? Who else do you know that is famous for inventing something? What does 'famous' mean? What does "invent" mean?

Peer to Peer Interaction: After you read Page 1, ask students, "Who invented the airplane?" The answer is the main idea card "Orville and Wilbur Wright." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **invent** in the book. **Invent** means to make something new that no one has ever ever made before. The Wright Brothers invented an airplane that could fly. They were the first people to make an airplane that could fly. Find the **invent** flashcard and its matching definition.

Presentation: Things That Fly

Assignment Options: Word Scramble Airplane (L)



Unit Plan

Page Two:

Talking Points: The Wright Brothers were good at inventing things. That means that they were good at making things that no one else had ever made before. The Wright Brothers were good at fixing things. Fixing means making a machine work again. They were good mechanics. Mechanics fix machines. Some mechanics fix cars. Some fix airplanes. Some mechanics fix boats. Mechanic is a job fixing things that have a lot of parts, like a car engine. A mechanic's job is fixing or making new machines..

Pointing Questions: suits, vest, aprons,

Short Answer: What can a mechanic fix? Who were good mechanics? Are you a good mechanic?

Yes/No: Were the Wright Brothers good cooks? Were the Wright Brothers good mechanics? Do mechanics make clothing? Do mechanics fix machines? Do mechanics fix cars? Did the Wright Brothers wear aprons?

Sharing opinion/experiences: When a car needs to be fixed, people take the car to a mechanic. Do you know anyone who is a mechanic? Would you like to be a mechanic? Has your family ever taken their car to a mechanic? Why do we need mechanics?

Peer to Peer Interaction: After you read Page 2, ask the students, "What was the Wright Brothers job?" The answer is the main idea card "mechanics." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **mechanic** in the book. A **mechanic** is a person who fixes machines. Some mechanics fix cars. Some mechanics fix motorcycles. The Wright Brothers were good mechanics. They were good at fixing bicycles. Find the **mechanic** flashcard and its matching definition.

Video: Airplanes are made in factories today. The Wright Bros. were mechanics. Mechanics work on the engines.
<https://www.youtube.com/watch?v=SE71NJI-naY>

Assignment Options: Opinion, Word Scramble Mechanic (L), Coloring Page Mechanic



Unit Plan

Page Three:

Talking Points: The Wright Brothers loved bicycles! They loved to fix bicycles. Old -fashioned bicycles looked different than the bicycles today. Old -fashioned means the way that bicycles were made a long time ago. They had big front wheels. It was hard to ride old bicycles. (Show video below of someone riding the old- fashioned bicycle.)

Pointing Questions: big wheel, small wheel, pedal, spokes, handlebar

Short Answer: How many wheels does this bicycle have? Where is the big wheel? What did old bicycles have? Was the bicycle on the video old or new?

Yes/No: Is the big wheel in the front of the old fashion bicycle? Is the big wheel in the back of the bicycle? Were old fashion bicycles easy to ride? Were old fashion bicycles hard to ride? Would you like to ride one? Do you know how to ride a bicycle?

Sharing opinion/experiences: What stores sell bicycles? Why do people ride bicycles? Tell me about your bicycle. How do people learn to ride a bike? Can you tell me about how you learned to ride a bike? Tell me about a time when someone rode a bike. What are some other things you know about that are old fashion?

Peer to Peer Interaction: After you read Page 3, ask students, “What did old bicycles have?” The answer is the main idea card “big front wheels.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the short answer questions above.

Video: <https://youtu.be/NJ5OjdDSodU>

Assignment Options: Coloring Page Bicycle



Unit Plan

Page Four:

Talking Points: Bikes were very popular. That means a lot of people owned bicycles. A lot of people rode bicycles. A lot of people did not have cars, so they rode bicycles to get places. When you ride a bicycle you have to keep your balance. Balance is so you don't fall down when you ride a bike. Sometimes people ride bikes in races or contests.

Pointing Questions: bicycle, wheels, spokes, handlebar, girl

Short Answer: What did a lot of people like to ride?

Yes/No: Did a lot of people ride bicycles? Did a lot of people have bicycles when the Wright Brothers were alive? Do you like bicycles? Do you have a bicycle?

Sharing opinion/experiences: Tell me about your bicycle. Where do you like to go to on your bicycle? Tell me about times you have seen people riding bicycles. Tell me about seeing bicycles in stores or on TV.

Peer to Peer Interaction: After you read Page 4, ask the students, "What was popular to ride?" The answer is the main idea card "bicycles." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Video: https://www.youtube.com/watch?v=o2_MceMaUZ8 (kids in a bike contest-talk about the video, does it look dangerous, the kids having trouble keeping their balance., falling down, practicing to get better, etc.)

Assignment Options: Grammar, Word Scramble Bicycle (L)



Unit Plan

Page Five

Talking Points: Orville and Wilbur opened a bicycle shop. They sold bicycles there. People could go to their bicycle shop to buy a bicycle. They also repaired bicycles at their shop. That means that they fixed bicycles. People took their broken bicycles there, and the Wright Brothers would fix them.

Pointing Questions: store, bricks, sign, windows

Short Answer: What did the Wright Brothers open? Where did they open their bicycle shop? What did they sell at their shop? What does repair mean? What did the Wright Brothers repair at their shop?

Yes/No: Did the Wright Brothers sell cars? Did the Wright Brothers sell bicycles? Did the Wright Brothers repair bicycles? Was their bicycle shop in Phoenix, Arizona? Was their bicycle shop in Dayton, Ohio.

Sharing opinion/experiences: A shop is a store? Have you ever been to a bicycle shop? What stores have you seen bicycles? Do you have a bicycle? Where did you buy your bicycle?

Peer to Peer Interaction: After you read Page 5, ask the students, "What did Orville and Wilbur open?" The answer is the main idea card "bicycle shop." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **repaired** in the book. Repaired means to fix. The Wright Brothers repaired bicycles. That means that they fixed them. We repair things that are broken. My dishwasher broke. I had to have it repaired. That means it had to be fixed. My daughter's doll broke. It had to be repaired. I fixed it for her. Have you ever had anything that needed to be repaired? Find the **repair** flashcard and its matching definition.

Video: a video showing someone repairing something

Assignment Options: Summary Bicycles, Bicycle Parts



Unit Plan

Page Six:

Talking Points: The Wright Brothers liked to invent things that fly. They tried to invent a kite that people could fly in. It was a big kite! Tried means that they worked hard but the kite did not work. It would not fly.

Pointing Questions: kite, tail of kite, kite person could fly in, people

Short Answer: What did the Wright Brothers try to invent? What kind of kite did they try to invent?

Yes/No: Did the Wright Brothers try to invent a car? Did they try to invent a kite that people could fly in? Did it work? Did the Wright Brothers like bicycles?

Sharing opinion/experiences: Have you ever flown a kite? The Wright Brothers tried to invent a kite that people could fly in. It did not work. How do you think the Wright Brothers felt when the kite would not fly? Tell us about a time when you tried something that didn't work.

Peer to Peer Interaction: After you read Page 6, ask the students, "What did the Wright Brothers try to invent? The answer is the main idea card "kite." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Word Scramble Kite, Reading Match (L)



Unit Plan

Page Seven:

Talking Points: The Wright Brothers invented a glider that a person could ride in. It worked! The glider flew in the air for a few seconds. Talk about seconds and go over the strategy of counting seconds and that 60 makes a minute. Time things to see how many seconds it took. Then revisit the fact that the glider only flew for a few seconds. A glider does not have an engine to make it fly. How the wings are made and the wind is what makes it fly. (Show video of Wright Brothers' glider.) Glide means to move smoothly.

<https://www.youtube.com/watch?v=27FQxkzfAHc>

Pointing Questions: men, glider, wings

Short Answer: What did the Wright Brothers invent? How long did the glider fly?

Yes/No: Did the Wright Brothers' glider fly? Do gliders have engines? Did the glider work?

Sharing opinion/experiences: A paper airplane is a simple type of glider. Have you ever made a paper airplane? Did it fly? The glider the Wright Brothers invented could fit a person in it. Would you like to fly in a glider?

Peer to Peer Interaction: After you read Page 6, ask the students, "What did the Wright Brothers invent?" The answer is the main idea card "glider." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus: Point to the word **few** in the book. **Few** is a small number. A few seconds might be 3, 4 or 5 seconds. A few chips might be 3, 4, or 5 potato chips. One hundred potato chips is not a few! Find the **few** flashcard and its matching definition

Optional Activity: A paper airplane is a small glider. Have students make paper airplanes.

<https://www.youtube.com/watch?v=tBlvLUvJJGM> stop the video as you go to demonstrate how to learn from a video. Practice flying them. "watch them glide"

Assignment Options: Vocabulary



Unit Plan

Page Eight:

Talking Points: Finally the Wright Brothers invented an airplane! They flew it on December 14, 1903. That was more than 100 years ago! December is in the winter. This was the first time that an airplane was flown. No one had seen an airplane, this was the very first one. People could fly before this. There were not airports. They flew it in Kitty Hawk, North Carolina. Kitty Hawk is a town in the state of North Carolina. (when you introduce map activity, show them NC and their home state so that they can see where they live in comparison to NC. Talk about how NC is in the south and it doesn't snow there in December. Point out states or part of the country that has snow in December. Discuss events that happen in December (holidays, birthdays, etc.) (Show footage of first flight.) <https://youtu.be/RriKI7u72Xs>

Pointing Questions: US map, North Carolina, airplane, clouds, trees, man

Short Answer: What did the Wright Brothers invent? Where did they fly the first airplane? When did they fly the first airplane? Did they first fly the plane in December?

Yes/No: Did the Wright Brothers fly the plane in Ohio? Did they fly the plane in Kitty Hawk, North Carolina? Before the Wright Brothers could people fly in an airplane?

Sharing opinion/experiences: How do you think the Wright Brothers felt when they flew the first airplane? What do you know about airplanes? Tell us about a time you flew on an airplane.

Peer to Peer Interaction: After you read Page 8, ask the students, "What did the Wright Brothers fly on December 14, 1903? The answer is the main idea card, "airplane." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Kitty Hawk

Assignment Options: Calendar, Summary First Flight, Map Activity Ohio and NC, Coloring Page Airplane, Classification



Unit Plan

Page Nine:

Talking Points: Orville and Wilbur are famous brothers from the Industrial Revolution. The Industrial Revolution was a time when a lot of things were invented. The Wright Brothers are famous because they invented an airplane that could fly.

Pointing Questions: Orville, Wilbur, airplane, moustache, cloud, grass

Short Answer: What do you call the time when a lot of things were invented? Why were Orville and Wilbur Wright famous? What did they invent?

Yes/No: Did Orville and Wilbur invent the Model T? Did they invent an airplane that could fly? Were they famous? Were they inventors?

Sharing opinion/experiences: Orville and Wilbur Wright are famous. They are famous because they invented an airplane that could fly. They were alive during the Industrial Revolution. Famous means that a lot of people know who you are. Today there are famous people who are actors, singers, athletes and inventors. Can you name some famous people who are alive today? (elaborate on discussion of inventors or famous people)

Peer to Peer Interaction: After you read Page 9, ask the students, "What do we call the time when a lot of things were invented? The answer is the main idea card, "Industrial Revolution." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: See end of book assignment options in Printable Focus