

TEACHER READING GUIDE

***Fly, Girl, Fly!: Shaesta Waiz Soars Around the World***

written by Nancy Roe Pimm  
illustrated by Alexandra Bye



**Essential Question:** How does identifying a character's motivations help the reader better understand the character's actions?

**BOOK SNAPSHOT**

Selected from the New Worlds Reading Initiative Booklist

**Text Type:** Informational

**Genre:** Biography

**Themes/Topics:** Courage, Culture, Equality

**Lexile:** 710L

**SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS**

- Word Work** **ELA.3.F.1.3 (c)**  
Decode multisyllabic words.
- Vocabulary** **ELA.3.V.1.1**  
Use grade-level academic vocabulary. (Tier 2)
- Comprehension** **ELA.3.R.1.1**  
Explain how a character develops throughout the plot.

**BUILDING BACKGROUND**

In *Fly, Girl, Fly!: Shaesta Waiz Soars Around the World*, Shaesta overcomes her fear of flying to become a pilot.

- Students will predict what caused her perspective on flying to change.
- Engage students in a discussion about a time they overcame a fear and what helped them overcome it.
- As you read the text, identify the factor contributing to Shaesta overcoming her fear of flying.

**STUDENT LEARNING TARGETS**

**Today I am:**  
identifying a character's motivations.

**So that I can:**  
explain how they affect the character's actions.

# WORD WORK – DECODE MULTISYLLABIC WORDS USING SYLLABLE TYPES

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.  
c. Decode multisyllabic words.

Students will decode multisyllabic words using **syllabication**. **Syllabication** is the division of words into **syllables**. A **syllable** is a part of a word with just one vowel sound. There are six common syllable types. This lesson will focus on:

Closed syllable:

- ends with one or more consonants
- has a **short-vowel** sound spelled with one vowel letter
  - Example: *at, fun, stop, dump*

Vowel-consonant -e syllable:

- one vowel letter followed by one consonant and a silent e
- has a **long-vowel** sound
  - Example: *make, hide, eve, rope, cute*

Open syllable:

- ends with a vowel
- usually has a **long-vowel** sound spelled with one vowel letter
  - Example: *go, she, hi*

R-controlled syllable:

- a letter combination made up of a vowel followed by the letter r
- vowel is neither long nor short; r influences the vowel sound
  - Example: *dark, fern, bird, horn, curl*

Below is an example of how to decode words with varying syllable types:

	<b>grad - u - ate</b>
<b>graduate</b> (p. 16)	<i>grad</i> = closed syllable, vowel makes the short <i>a</i> sound (/ă/) <i>u</i> = open syllable, vowel makes the long <i>u</i> sound (/ū/) <i>ate</i> = vowel-consonant -e syllable, vowel makes the long <i>a</i> sound (ā)

## Did You Know?

Identifying **syllable types** is an effective strategy for decoding multisyllabic words. There are six basic syllable types: closed, open, vowel team, r-controlled, vowel-consonant e, and final stable. Syllable types encourage students to notice similar chunks of print when they are developing automatic word recognition skills.

Continue to decode words with the above syllable types from the book:

<b>remember</b> (p. 4)	<b>scholarships</b> (p. 16)	<b>escape</b> (p. 5)	<b>inspired</b> (p. 30)
------------------------	-----------------------------	----------------------	-------------------------

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



**refugee** (p. 4): A **refugee** is someone who has been forced to leave their country due to war or their beliefs. Shaesta had no memory of her family's escape from the camp for **refugees** in Afghanistan.



**doubted** (p. 14): If you **doubt** someone, you do not think they can do what they set out to do. Many people **doubted** Shaesta and did not think she could become a pilot.



**plotted** (p. 23): When someone **plots** a plan, they carefully think about each step needed to complete it. Shaesta **plotted** to fly around the world and encourage other young people to chase their dreams.



**trembled** (p. 27): If something or someone **trembles**, they shake slightly because they are frightened or cold. Shaesta **trembled** when she got to the point of no return on her flight.

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

### Vocabulary Extension Activity

Ask Wh-questions to reinforce students' understanding of the vocabulary.

- For example, some Wh-questions for **refugee** may include:
  - *What* are the challenges a **refugee** might face?
  - *Why* would a **refugee** leave their country?
  - *How* do you think a **refugee** feels when they arrive in a new country? *Why*?

## READ FOR MEANING – MOTIVATIONS AND ACTIONS

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.

- **Clarification 1:** When explaining character development, students will include character traits, feelings, motivations, and responses to situations.



### Before:

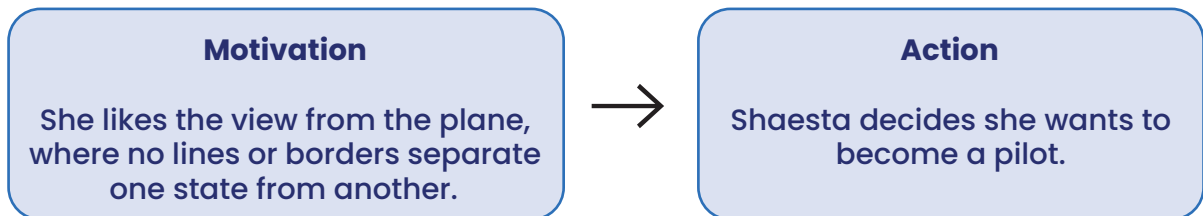
The purpose of this read aloud is to explain how the character's motivations affect their actions in the text.

- Provide a student-friendly definition of **motivation**.
  - Your **motivation** is the reason you *want* to do something.
- Engage students in a discussion about their **motivations**. Model a response to the following question:
  - What **motivates** you to play \_\_\_\_\_?
    - For example, "My **motivation** for playing soccer is my family. Everyone in my family loves soccer, so I am **motivated** to be the best."



### During:

Recreate the graphic organizer on the board or chart paper. As you read the text, identify Shaesta's motivations for her actions, and record answers on the graphic organizer.



- **I Do:** Model how to identify Shaesta's **motivation** for the corresponding action in the text.
  - Read p. 1 – 15. Say:
    - "Shaesta decides she wants to become a pilot. To find Shaesta's **motivation**, determine the reason *why* she wants to become a pilot."
    - "Shaesta likes the view from the plane. I think that due to her refugee background, she appreciates the view from above, where there are no lines or borders separating one state from the next."
    - "She is **motivated** to become a pilot because she likes the view from the plane and wants to see it more often."
- **We Do:** Guide students in determining Shaesta's motivations for the following actions:
  - Flying around the world (p. 18 – 19)
  - Meeting with young people everywhere (p. 20 – 22)
  - If necessary, scaffold with the following questions:
    - Why does Shaesta decide to \_\_\_\_\_ (action)?
    - What does Shaesta hope to accomplish by \_\_\_\_\_ (action)?



### After:

- **You Do:** Students will recreate the graphic organizer and independently determine Shaesta's motivations for the following action:
  - Shaesta does not give up during her around-the-world flight. (p. 26 – 29)
- Review the graphic organizer with students. Discuss how Shaesta's motivations affect the actions she takes.