

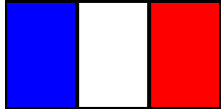
# THE GLORIOUS FLIGHT

# PRINT ON BLUE

## Geography: Flag of France

Print each page separately on color indicated.

Cut pieces out. Red should be on the bottom, white should be in the middle, and green should be on top. Staple on left side where indicated. Your book will look like this:

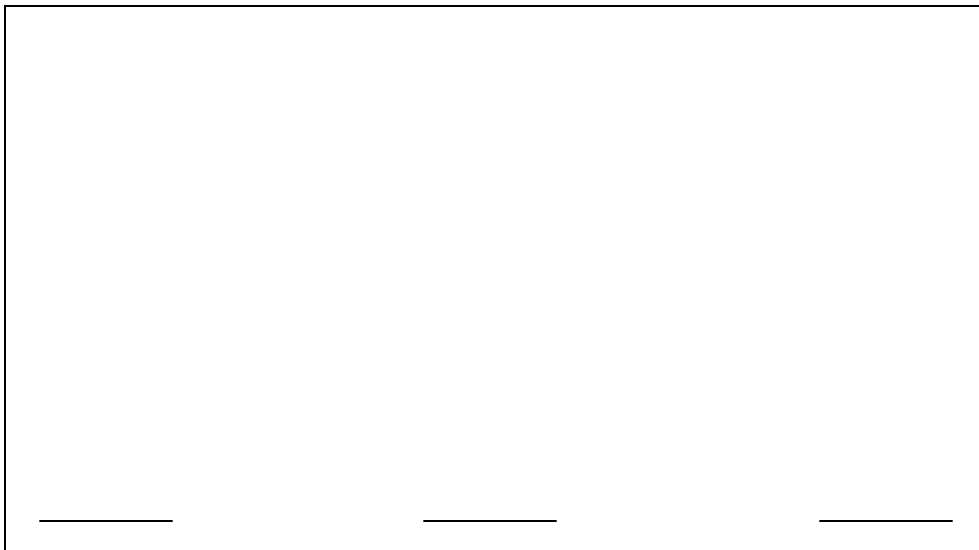


Your student will be able to lift the blue and white sections.

Use symbols of France photos and clip-art found on the next page for your student to paste on to the front of the flag book, if desired.

Information about the flag:

France's flag is also called the 'Tricolor'; it was first used in 1789, after the French Revolution. On February 15, 1794 it was officially adopted as the national flag of France.



**PRINT ON WHITE**

Flag of

\_\_\_\_\_

Flag was first used in

\_\_\_\_\_

Flag is also called

\_\_\_\_\_

**PRINT ON RED**

Capital of France

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France is located on this  
continent

---

# Vive la FRANCE!



Print on a full sheet label, if desired, to create a page of stickers for your student. Use these to decorate your lapbook. If you do not have a full sheet label, just print and let your student cut/paste the art as desired.

## Geography: The English Channel

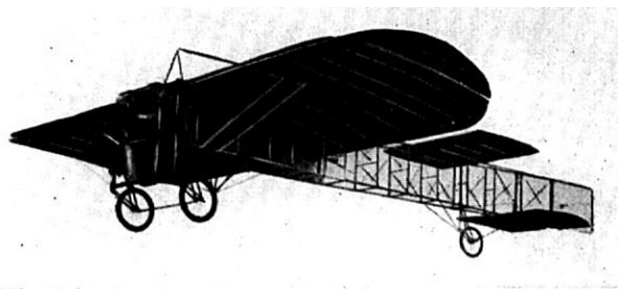
Look at a map with your student and discuss Bleriot's journey. Where is France? Where is England? Where is the English Channel?

Cut out book below as one piece and fold in half. Cut out map. Have your student color/label France, England, and the English Channel. Paste the completed map into the minit book.

[www.homeschoolshare.com](http://www.homeschoolshare.com)



# ACROSS THE ENGLISH CHANNEL



LOUIS BLERIOT'S MONOPLANE  
FIRST AIRPLANE TO CROSS ENGLISH CHANNEL, JULY 25, 1909

## History: The Invention of the Airplane

Read some books about the airplane together. Discuss how planes evolved over time. Look at the timeline below, and discuss it with your student, too. Try to find photos online that show what each kind of plane looked like.

**1903-** The Wright Brothers were able to fly the first plane ever in Kitty Hawk, North Carolina.

**1909-** Louis Bleriot gloriously flies over the English Channel in the Bleriot XI.

**1917-** Fighter airplanes are used in World War I.

**1920-** U.S. airlines begin to deliver mail and carry passengers.

**1927-** Charles Lindbergh, an American, becomes the first person to fly alone across the Atlantic Ocean.

**1939-** The jet engine is invented. It speeds flights.

**1961-** Yuri Gagarin, a Russian, becomes the first person to travel into space.

**1976-** British and French airlines begin passenger flights on the speedy Concorde (travelling faster than sound!).



The Wright Brothers are able to fly the first plane ever in Kitty Hawk, North Carolina.	Louis Bleriot gloriously flies over the English Channel in the Bleriot XI.	Fighter airplanes are used in World War I.	U.S. airlines begin to deliver mail and carry passengers.
Charles Lindbergh is the first person to fly alone across the Atlantic Ocean.	The jet engine is invented. It speeds flights.	Yuri Gagarin, a Russian, is the first person to travel into space.	British & French airlines begin passenger flights on the speedy Concorde (travelling faster than sound!).

You are looking at the inside of each mini book. Cut on solid lines. Fold on dotted to form eight books total. Let your student write the appropriate dates on the front covers and put books in order.

Cut out book on previous page as one piece and fold in half. Open. Place four books on the top row and four books on the bottom row (in order by date).



## History: Time Period

In the opening of this story, we learn that the year is 1901. Can your student be a time period detective and find the clues throughout the book (clothing, transportation, shops, other details) that show how this time period is different than the one she currently lives in?

# Time Era Detective

[illegible]

**History: Louis Bleriot**

Research more about the life of Louis Bleriot. Let your student make a mini-book based on the facts he has learned. Note: There is a blurb about Bleriot in the back of the book.

**Directions:** Cut on solid black lines. Remove rectangle from top piece. Cut on red lines to make two slits. Roll up bottom piece and cut out long rectangle. Cut out bottom portion as one piece. Cut on orange lines to make two slits. Roll up bottom portion and stick through the rectangle on the top portion.

Watch [this video](#) to see how a bound book is assembled.

*What I Know*



*About*

*Louis Blériot*

### **Character Lesson: Perseverance**

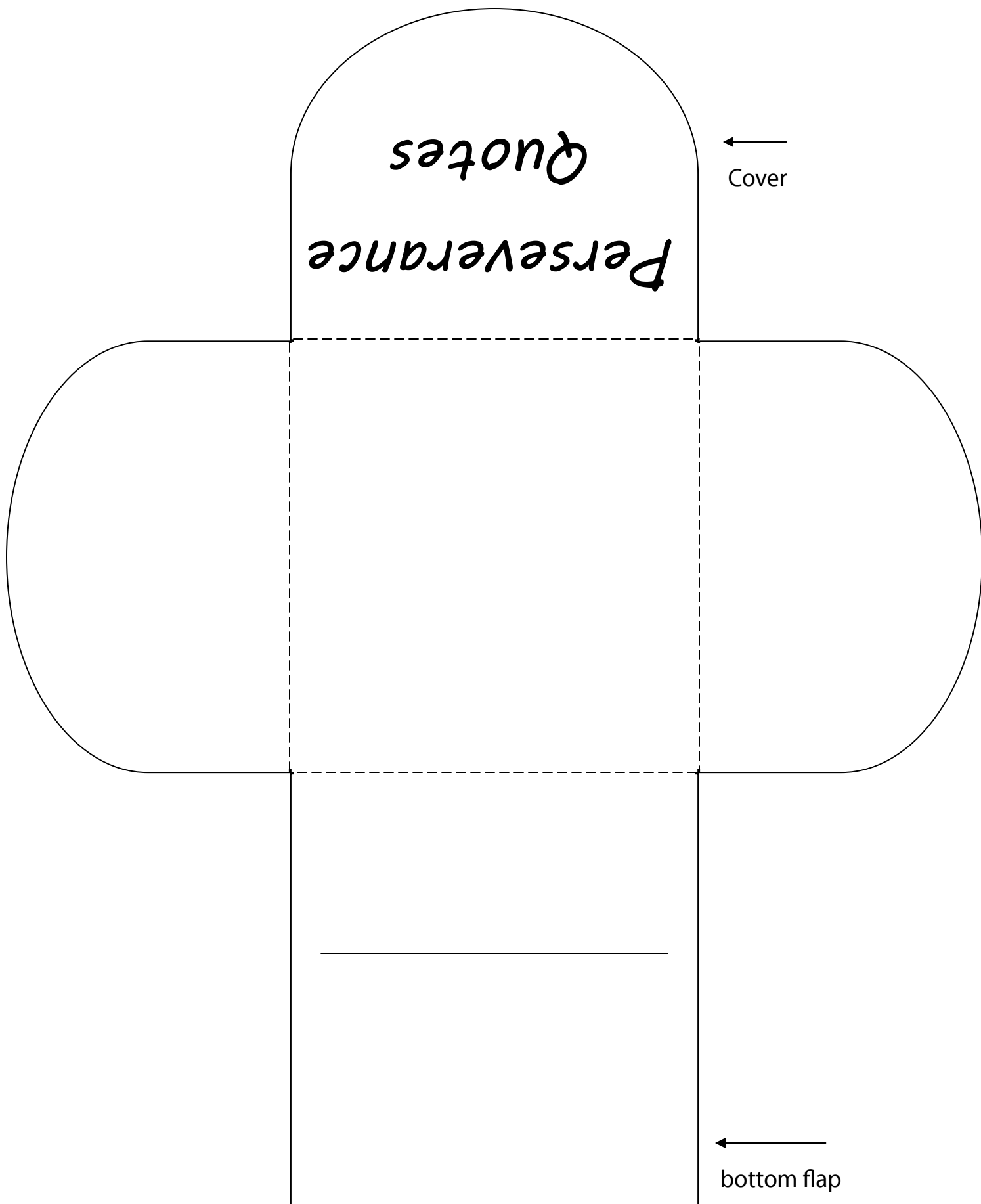
Papa sure has had his share of crashes, breaks, and sprains, while trying to get his machine to fly!

What keeps him going? Why doesn't he just give up? Why is he willing to fail so many times? He has a desire to see his machine FLY. The bumps and bruises along the way are not going to stop him. He possesses perseverance.

Discuss this important character quality with your student.

On the next page there are some quotes to aid in discussion and handwriting practice. Cut the quotes apart and store them in the pocket provided.

**Pocket Assembly:** Cut on solid black lines. Cut the slit on the bottom flap using the sharp edge of your scissors or a craft knife. Fold rounded sides in first. Fold bottom flap up next. Fold cover down and tuck into the slit on the bottom flap. This is what your book will look like when it is closed. Open your book. Choose your favorite perseverance quotes (from the quotes provided or write your own on the blank templates). Cut them out on the solid lines. Stack together. Staple them at the top to the inside center square. Close your book.



*Perseverance*  
*Quotes*

←  
Cover

←  
bottom flap

*Do not fear  
mistakes. You  
will know failure.  
Continue to  
reach out.  
~Ben Franklin*

*Success is not final,  
failure is not fatal: it  
is the courage to  
continue that counts.  
~Winston Churchill*

*In order to succeed,  
your desire for success  
should be greater than  
your fear of failure.  
~Bill Cosby*

*Our greatest weakness  
lies in giving up.  
The most certain way  
to succeed is always  
to try just one  
more time.  
~Thomas Edison*

*Success consists of  
going from failure to  
failure without loss of  
enthusiasm.  
~Winston Churchill*

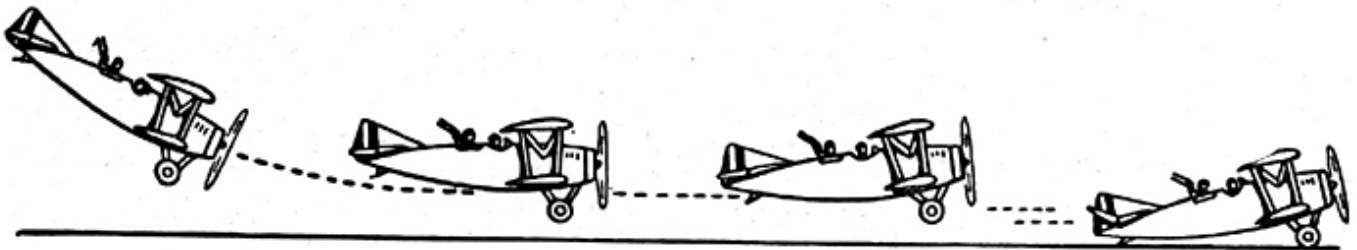
*Our greatest glory is  
not in never falling,  
but in rising every  
time we fall.  
~Confucius*

*I have not failed.  
I've just found  
10,000 ways that  
won't work.  
~Thomas Edison*

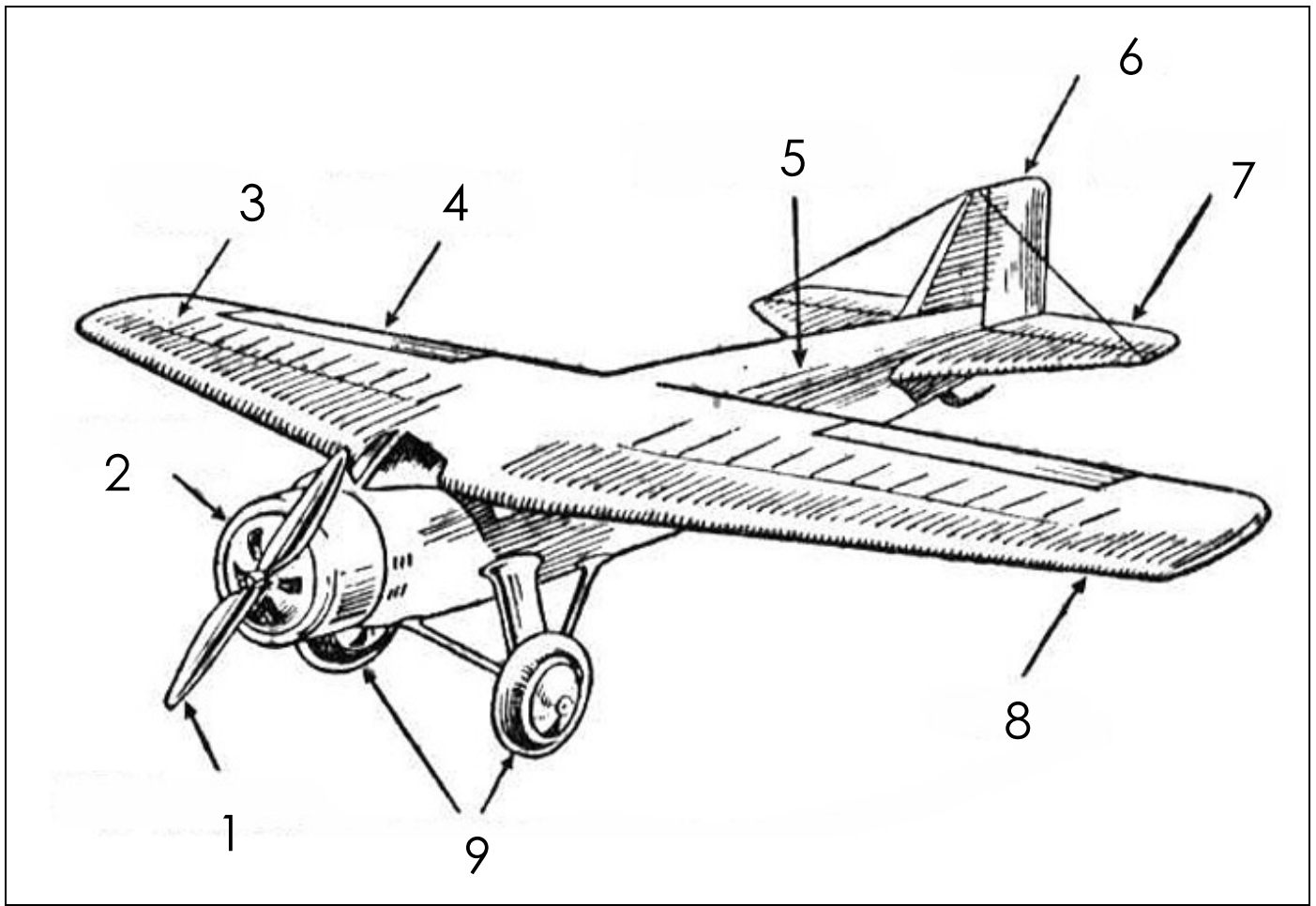
*Many of life's failures  
are people who did not  
realize how close they  
were to success when  
they gave up.  
~Thomas Edison*

*'Tis a lesson you should  
heed: Try, try again.  
If at first you don't  
succeed,  
Try, try, try again.  
~William Edwards  
Hickson*

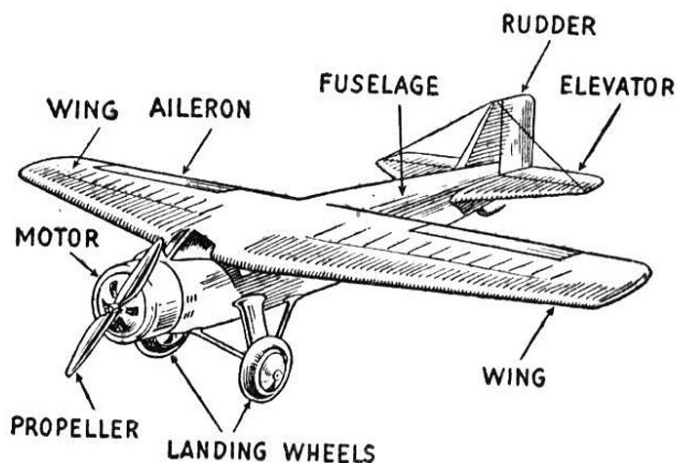
# Label an Airplane



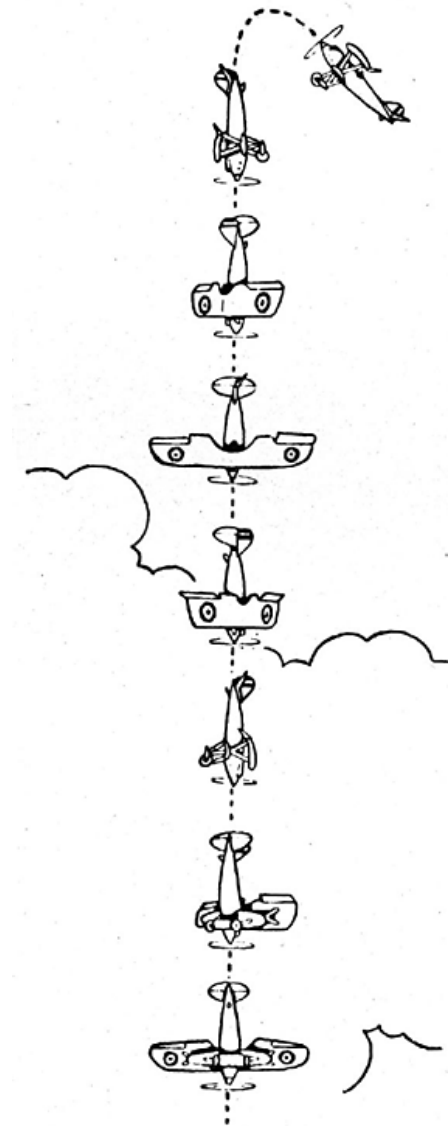




Cut out book on previous page as one piece and fold in half. Cut out diagram on this page and glue into book. There should be a large area of space remaining on the inside of your book. Let your student use it to number from 1-9 and write the correct answer by each number. Use the airplane vocabulary minit book to help explain each part of the plane to your student.



# Airplane Vocabulary



Cut out as one piece and fold in half. This is your cover for your flap book; it will help keep the flaps from getting ruined in your lapbook.


Cut out as one piece and fold in half. Let your student write the vocabulary words (one on each strip). If your student isn't writing yet, he can cut and paste the words from the next page. Paste the definitions under the appropriate flaps. Open the cover and glue the back of this book on the right side.

Rudder	a flat movable piece attached to the rear of an aircraft for steering
Wing	a part that extends from the side of an airplane
Landing Wheels	support the weight of the aircraft and its load and give it mobility on ground
Propeller	a device consisting of a hub fitted with blades that is made to turn rapidly by an engine
Motor	a machine that produces motion or power for doing work
Fuselage	the central body portion of an airplane that holds the crew, passengers, and cargo
Elevator	a movable device shaped like a wing that is usually attached to the tail of an airplane for producing motion up or down
Aileron	a movable part (a flap) of an airplane wing or a movable body apart from the wing for giving a rolling motion and as a result providing control sideways

Cut the definitions apart and paste each one under the appropriate word. Words and definitions are matched together on this page for your convenience.

### **Math: Roman Numerals**

Does your student notice the symbols next to the names of the airplanes? Bleriot IV, Bleriot III, etc.? What does he think they stand for? Can he figure it out after a few readings of the story?

Explain that these symbols are numbers! They are a different way of writing than what he is used to.

Use the mini book on the next page to learn the symbols for the numbers 1-11.

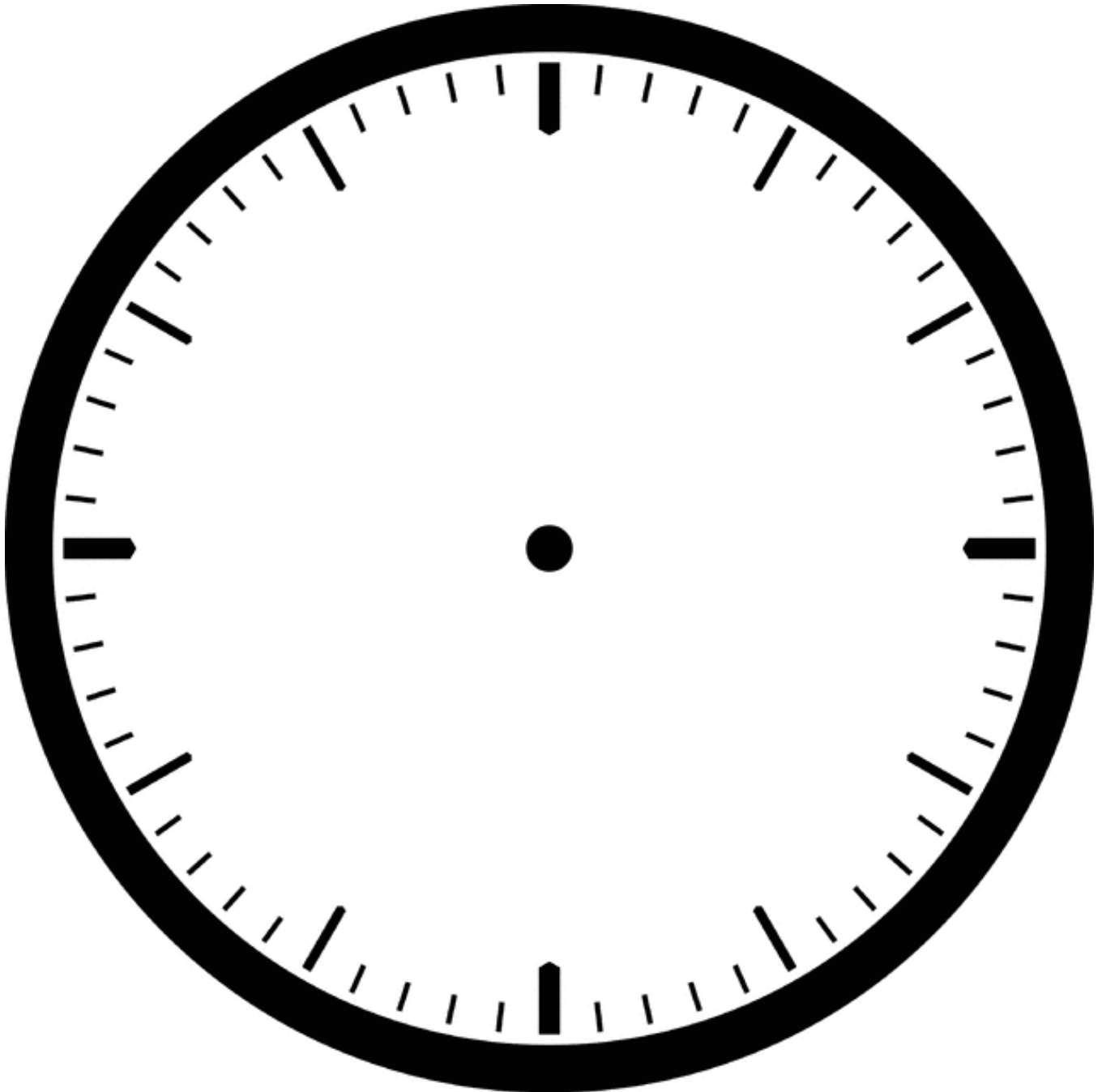
### **Assembly Directions:**

Cut out two rectangles (using the solid black lines). Let your student write Roman Numerals I-XI on the empty boxes (in the same order as the other numbers). Using an exact-o knife or the sharp edge of scissors, carefully cut three of the lines around each square on the "Roman Numerals" page (the one with numbers) to make windows. Glue the page your student wrote on BEHIND the page with the windows (be careful to use small amounts of glue and not to get glue on the boxes; it would be best to use rubber cement as it will rub right off when dry). When finished, your student should be able to open/close the windows to see the Roman Numeral that corresponds with each number.

		Roman Numerals	I
		2	3
		4	5
		6	7
		8	9
		10	11

# *My Roman Numeral Clock*

*Add the Roman Numerals for 1-12 to the clock! Can you draw hands on the clock to show the time Papa Bleriot left for his adventure? (It was 4:35 a.m.)*



## Language Arts: Reading with Expression

This book has some words ALL IN CAPS: *CLACKETA!* and *CRUMP!*

Discuss these with your student. Why would the author use all caps for words? How does the author want the reader to read these words?

Look through the book for exclamation points, too. Demonstrate for your student how these words and phrases should be read, with emphasis and expression.

The next time your student writes a story, encourage her to include some exclamations and BIG WORDS.

## Language Arts: Similes

Louis Bleriot uses lots of comparisons when talking about his flying machines!

Explain this to your student and point out the examples in the story:

We will all fly through the air like swallows.

[The flying machine] flaps like a chicken.

Like a great swan, the beautiful glider rises into the air.

*Bleriot* hops over the ground like a rabbit.

When an author writes a comparison and uses the word like or as, we have a special name for it; it is called a *simile*.

## Book Assembly (next page)

Cut out rectangles (you should have five when you are finished). Cut out airplane pulling rectangle as one piece.

Stack rectangles together on top of the one being pulled by a plane. Staple on the left side making a booklet that can be flipped through.






# *Similes!*

*A simile is a comparison  
that includes the word **like**  
or the word **as**.*



Use the blank pieces to  
record the similes from  
the story, or write your  
own original similes!

# THE GLORIOUS FLIGHT

He flew there in thirty-seven minutes. What a shout goes up! Truly, it was a glorious flight.

---

He flew there in  
thirty-seven minutes.  
What a shout goes  
up! Truly, it was a  
glorious flight.

### **Language Arts: Build Words (from the story)**

Using Scrabble Tiles, [alphabet stamps](#), [magnetic alphabet tiles](#), or another manipulative of your choice, build the words!

After your student has built the words a few times, see if she recognizes them in the story. Let her read them to you!



f

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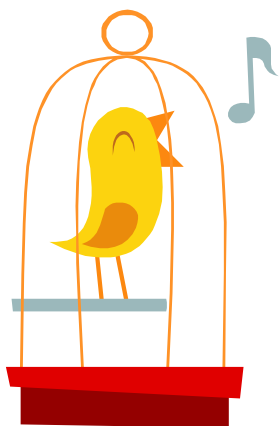
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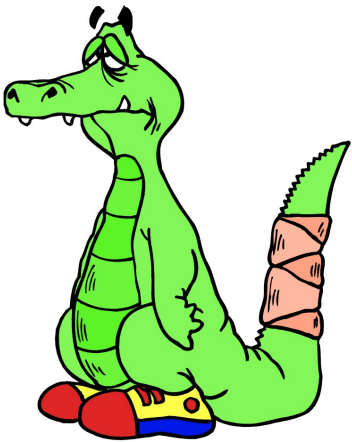


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## Airplane Cupcakes (to represent Bleriot XI)



### Cupcakes

Pretzel Rods (body of plane)

M&Ms (wheels)

Sugar Wafer Cookies (wings)

Pretzel Sticks (propeller)

Make cupcakes according to your favorite recipe. Top with icing (white for clouds, blue for sky, brown for dirt or green with coconut for grass). Cut one pretzel rod to the length of your cupcake (2-3 inches long) and lay on top of the cupcake (this is the body of the plane). Place 2 M&Ms under the front of the pretzel for the wheels-- use icing to attach. Separate sugar wafers into individual layers and scrape off the cream. You will need 2 wafer pieces (rectangle in length) about 2 inches long each (these are the wings). Use icing to attach each wing to the side of the pretzel; the other end of the wing will gently rest on the cupcake. Cut another wafer into a small triangle (about 1/2 inch) and apply to the back end of the pretzel rod. Let it stand straight up. You will need 2 more wafers; they should be about 3/4 inch each and square in shape. Apply these to the rod with icing on either side of the base of the triangle wafer. Lastly, apply a small thin pretzel stick to the front of the plane (this is the propeller)

--contributed by Tina Fondren