

BCSCR

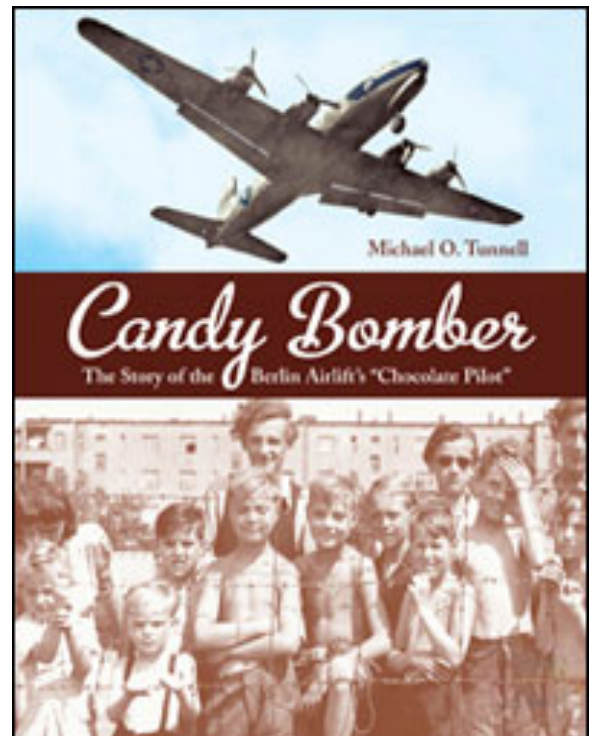


Building Communities that
Support Children's Reading

Texas

Candy Bomber: The Story of the Berlin Airlift's "Chocolate Pilot"

By Michael O. Tunnell
RL 4.7



5th Grade – Informational Book

This grant is managed by
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<http://threeriverseducationfoundation.org>
505-436-2548

501 Airport Dr., Suite 209
Farmington, NM 87401



The book sets with the BCSCR program are designed with differentiation in mind. First of all, the fiction and informational books have been paired to compliment each other and chosen for low, average, and high readers that exist in classrooms. Next, the books have been put into two major themes: “Blast into the Past, and Exciting Excursion” to help with thematic units. Finally, the activities are scaffolded and address multiple learning styles and preferences while addressing the standards that each state in the program requires.

Please contact the curriculum specialists that created these units if you have any content questions or comments.

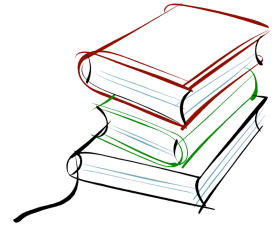
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4th	Blast into the Past - Fiction	Blast into the Past - Informational
3.2	Oh Say, I Can't See	George Washington's Teeth
3.9	The Whipping Boy	Bullies are a Pain in the Brain
5.1	Traitors Gate	Sir Cumference and the Isle of Immetter
5th		
4.5	Number the Stars	Candy Bomber
5.3	Bull Run	You Wouldn't Want to Be a Nurse in the
5.6	Julie of the Wolves	Alaska
6th		
4.7	Al Capone Does My Shirts	You Wouldn't Want to Be a Chicago Gangster
5.3	Snow Treasure	War Dogs
6.2	Door in the Wall	Castles

4th	Exciting Excursions - Fiction	Exciting Excursions - Informational
3.3	97 Ways to Train a Dragon	Sir Cumference and Great Knight of Angleland
3.9	Because of Winn Dixie	What's for Dinner
4.7	From MUF of Mrs. BEF	Turn of the Century
5th		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
6th		
5	Mr. Tuckett	Get the Scoop on Animal Poop
5.3	The True Confessions of CD	26 Women who Changed the World
6.8	The 21 Balloons	Sir Cumference and the Vikings Map



Contents

- + Synopsis of book
- + Vocabulary list
- + Notepad
- + High level questions
- + Introduction to Choice board
- + Book Specific Choice board
- + Choice Board Template
- + Introduction to RAFT
- + Book specific RAFT
- + RAFT Rubric
- + RAFT Template
- + Book Specific College & Career Readiness
- + Writing rubrics



Synopsis

Candy Bomber: The story of the Berlin Airlift's Chocolate Pilot

During the years immediately after WWII ended, there were no sweets in Russian-blockaded Berlin--no chocolate, no candy, no gum. Lt. Gail S. Halvorsen was a pilot who flew in emergency supplies to feed the two million Berlin citizens. One day, he met a bunch of children and told them he'd drop candy and chewing gum---the signal would be the wiggling wings of his plane.

The first donations were from the crew, dropped with their handkerchief parachutes. As more and more people found out, the donations and accolades began pouring in from the Allies, as well as from personal letters addressed to "Onkel Wackelflugel" (Uncle Wiggly Wings) or Der Schokoladen-Flieger (The Chocolate Pilot).

Vocabulary

Candy Bomber



Droning - a deep continuous sound

Blockade— to stop people or supplies from entering or leaving (a port or country) especially during a war

Beleaguered - to cause constant or repeated trouble

Allegiance - loyalty to a person, country, group, etc.

Dictatorship - rule by a dictator : rule, control, or leadership by one person with total power

Torrent- a large amount of something that is released suddenly

Concerted - done in a planned and deliberate way usually by several or many people

Daunting - tending to make people afraid or less confident : very difficult to do or deal with

Fuselage - the main part of an airplane : the part of an airplane that holds the crew, passengers, and cargo

Panned - to move across a scene or along with someone or something that is moving

Inundated - to cause (someone or something) to receive or take in a large amount of things at the same time

Wobbly - moving from side to side in an unsteady way



Name: _____

Notepad

Candy Bomber

Chapter Details What did you like best?

One		
Two		
Three		
Four		

Five		
Six		
Biographical Note		
Historical Note		
Author's Note		



High Level Questions

Candy Bomber

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. While describing his experience of meeting the crowd of thirty German children on that day in July of 1948, Lt. Gail Halvorsen said, “These young kids [gave] me the most meaningful lesson in freedom I ever had” (p. 21). What did he mean by this?
2. How did the German children react when Lt. Halvorsen gave them the two sticks of gum? How do you think you would have reacted?
3. Operation Little Vittles survived because of the donations of candy, cloth for parachutes, and hours of volunteer manpower to fly the planes. Many recipients of the candy parachutes even returned the cloth—a scarce commodity at the time—to the U.S. Air Force so they could be reused on future drops. Did this goodwill and generosity surprise you? Why do you think, in a time of struggle, so many people were able to work together?
4. “Hope is still the name of the game” (p. 93). Gail Halvorsen uttered these words fifty years after the start of the Berlin Airlift and Operation Little Vittles, when he was in Albania delivering supplies (and candy) to a Kosovar refugee camp. What inspired him to make this pronouncement? What did he mean by this?
5. Since the Berlin Airlift and Operation Little Vittles, similar operations have taken place around the world, many of which Lt. Gail Halvorsen was involved in. How have these operations been similar? How have they been different?
6. The Hershey’s chocolate bar became a regular part of the U.S. military ration beginning in World War II and is still a standard component of basic field rations today. Why do you think a chocolate bar is so important? Why do you think a candy bar is included in army rations?
7. Look at one of the pictures of the children’s drawings. What can you infer about their life?
8. What 5 questions would you ask Gail Halvorsen if you could interview him?
9. What conclusions can you draw from the picture of Little Operations Vittles at the end of chapter 5?
10. How would things be different for the children if Gail Halvorsen had not been transferred to Germany in 1948?



Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

Choice Board

Candy Bomber



Create a timeline for Candy Bomber listing key events.	Create a Venn Diagram comparing the children's lives in Number the Stars and Candy Bomber.	Create a poster explaining the differences between Democracy and Communism drawing on information from multiple sources.
Draw a magazine ad for Candy Bomber to encourage others to read the book.	In a team of three, write and present a talk show segment with Lt. Halvorsen and Annemarie's father from Number the Stars.	Use other resources to help solve the problems on the attached Real Life Math table.
Fill out the attached table with examples from the text on: Somebody, Wanted, But, So, Then.	Write a paragraph discussing how the use of photographs complimented Candy Bomber and why there were no photographs in Number the Stars.	Interview 3 people outside school about what they know concerning the Berlin Airlift. Present your findings in an oral presentation to members of the class.

Table Candy Bomber



Somebody	Wanted	But	So	Then
<i>Teacher</i>	<i>Quiet</i>	<i>There was a storm</i>	<i>She turned on music</i>	<i>Everyone calmed down</i>

Real Life Math

Candy Bomber



Problem to Solve	My Answer	Resources I Used
Someone donated 1,100 yards of fabric to make parachutes. How many meters is that?		
In one month Lt. Halvorsen got 2900 kg of sweets donated. Find out the weight of a Hershey bar and figure out how many bars that would be.		
How many lives were lost in the Berlin Airlift? Figure out how many that would be for each day the Airlift lasted.		
What is the time difference between London and Berlin, your town and Berlin, and find out how long it would take to fly there today.		

Choice Board





Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.



RAFT Matrix

Candy Bomber

Role	Audience	Format	Topic
Chewing gum	Children	Diary entry	How it feels to have 5 different people chew me
Hershey Company	Military Leaders	Web page	Why chocolate is good for the troops
Photographer	Public	Newspaper article	How I chose the pictures used in the book
Six children on page 16, 17	Parents	Bubble thoughts to accompany photo	What I want to tell the pilots

RAFT Matrix Rubric



STUDENT NAME: _____ **NOVEL:** _____

Accuracy
Information is accurate and supported with specific details from the novel.

Comments:

Role
The writing is credible in the role assigned.

Comments:

Format
The proper format was used.

Comments:

Conventions
The writing had no errors in grammar, punctuation, capitalization, or spelling.

Comments:

Creativity
Writing shows imagination and originality.

Comments:

Assessment Guide

5 = Above and Beyond

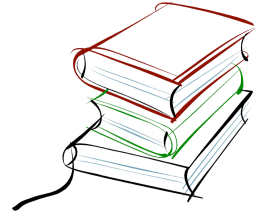
4 = Meeting Standard

3 = Working to Standard

2 = Developing

1 = Incomplete

RAFT Matrix



Role	Audience	Format	Topic



College & Career Readiness

Candy Bomber

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. The extensions and enrichment topics in this section compliment the topic of this book and provides educators choices of technology-based career information and a range of extracurricular and enrichment opportunities to nurture interests and a sense of place in our world.

Kid friendly writing rubrics and checklist Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on Pilots

[http://www.kidzworld.com/article/8759-becoming-a-pilot /](http://www.kidzworld.com/article/8759-becoming-a-pilot/)

<http://flighttraining.aopa.org/learntofly/welcome/>

http://en.wikipedia.org/wiki/List_of_World_War_II_flying_aces

Background on Germany after WW2

http://www.ducksters.com/history/world_war_ii/after_ww2.php

http://www.dixiewing.org/files/Germany_WWII.pdf

<http://www.neok12.com/World-War-II.htm>

Geography Activities

http://www.yourchildlearns.com/europe_map.htm

<http://www.secondworldwarni.org/primaryschools/docs/Unit%201%20Activity%20Pack.pdf>

Video

<https://www.youtube.com/watch?v=OmanS-4nc4Y>

Becoming a Pilot

Want to **take to the skies** and fly an **airplane** for a living? Find out what it takes to become a **pilot**!

Pilots - Come Fly With Me

If you were a superhero, would you want the **power to fly**? You can if you grow up to be a pilot! Despite what you may have heard, you don't have to be **good at math**, trained in the military, or have **perfect vision** to be a pilot. Anyone - men, women, people with 20/20 vision and those with glasses as thick as Coke bottles - can be pilots.

Pilots - Take to the Skies

To be a pilot, you have to get a **commercial pilot certificate** by passing commercial pilot ground school and logging at least **250 flight hours**. Then you need to pass a **check-ride**, which is like the **driving test** you take to get your driver's license. You also need to get a **medical certificate** to meet the health and fitness requirements to be a pilot, an **instrument rating** to fly with low visibility (in **clouds** and bad weather), and a **multi-engine rating** since most commercial planes have multiple engines. After all that, you have to get an **airline transport pilot certificate**, which is the highest pilot certificate that allows you to be the pilot in command a.k.a. **the captain** of a large commercial airline (the dude who sits in the left seat in the cockpit).

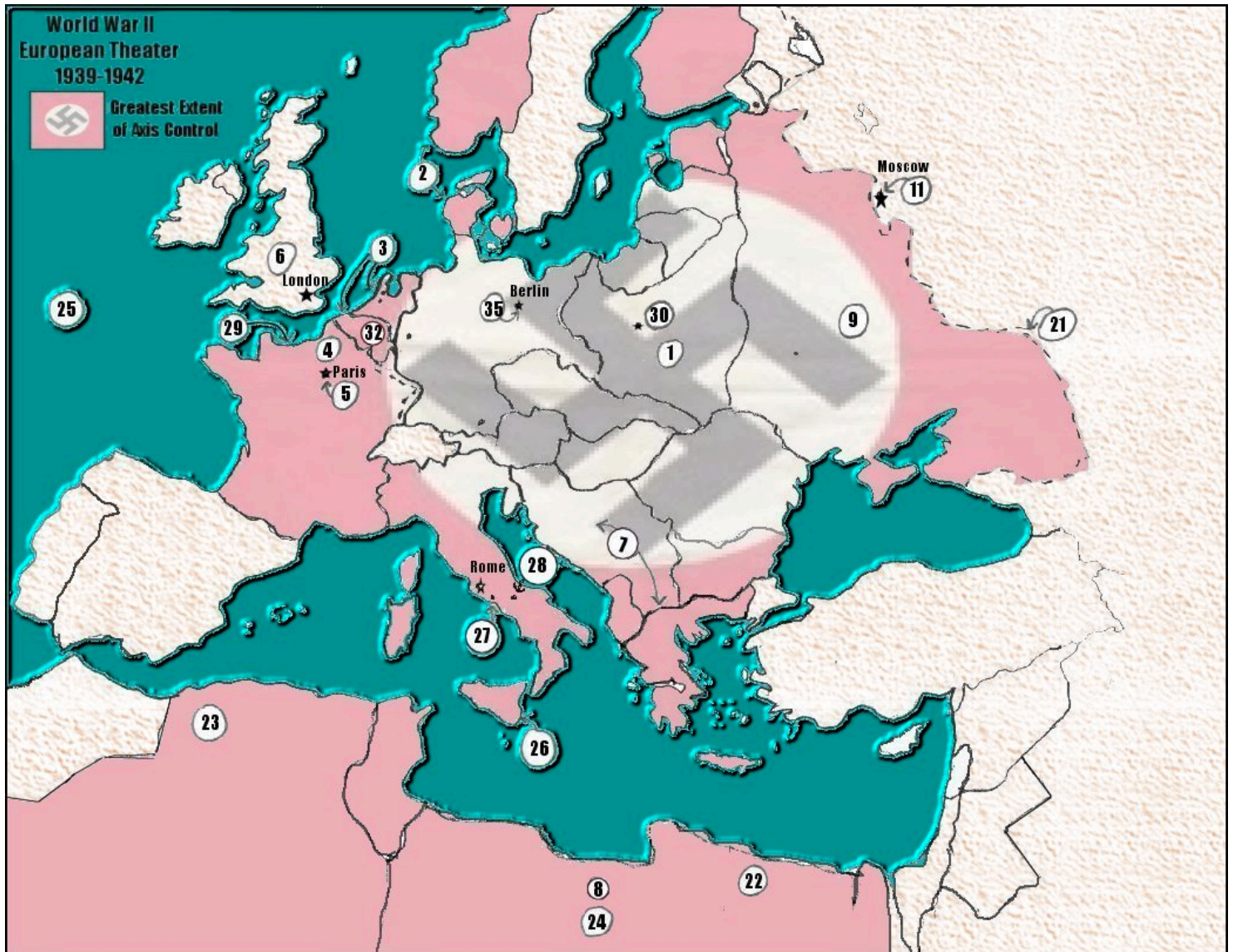
Pilots - How Much \$\$\$ Do Pilots Make?

It's a **stressful job** - after all, you're operating a massive machine in sometimes **extreme weather conditions**, and you're responsible for the lives of **hundreds of people** on the plane - but it's also very rewarding. You work in an office that travels, your view is **constantly changing**, and you and your family get to **travel for free** to anywhere in the world! The pay isn't bad either! In your first year with a commercial airline like Delta or American Airlines, you can make anywhere from **\$20,000 to \$50,000**, but after 10 years of **flying** your salary goes way up to **six figures**!

Pilots - Did U Know?

Aviation Day is observed every year on **August 19th** in memory of **Orville Wright**, who built and piloted the world's first successful airplane with his brother Wilbur.

Where in the World?







Research Simulation Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; demonstrates effective coherence, clarity, and cohesion appropriate to the task; uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; demonstrates coherence, clarity, and cohesion appropriate to the task; uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; uses language that demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

Narrative Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • use of language demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>