



Title: Amelia & Eleanor Go For a Ride

Author: Pam Muñoz Ryan

Illustrator: Brian Selznick

Themes: Friendship, Women's Rights

Vocabulary: aviator, outspoken, independence, elevations

Hear the book read aloud here: [Amelia and Eleanor Go For a Ride](#)

Items Needed for Center: device to show animated video of the book

Volunteer readers should review the Author's Note at the end of the story for relevant background information beforehand.

★ 3rd Grade Common Core Reading Standard ★

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

I. INTRODUCTION (PREP QUESTIONS)

- Ask students to share “wonderings” they have about the title and cover illustration. Have them predict whether they think the story will be fiction or nonfiction, and why. Tell them that this is a true story about two very good friends, one of whom was the wife of the President of the United States and another who was the first woman to fly across the Atlantic Ocean, as well as the first person to fly over both the Atlantic and Pacific Oceans.
- Tell students that the author, Pam Muñoz Ryan, lives here in San Diego County.
- Explain to students that the events in the story took place back in 1933. Because it was so long ago, Brian Selznick, the book's illustrator, spent six months living in Washington, D.C., gathering research at libraries and museums. Even the wallpaper and the china patterns on the plates in his illustrations match exactly those that were used in the White House at that time.

II. INTEGRATIVE STRATEGIES

During Reading:

- P. 1: Read; reread first sentence and have students infer its significance. Explain that “Birds of a feather flock together” is an **idiom**. An **idiom** is an expression that cannot be understood from the meanings of its separate words but it has a special meaning of its own. Have students discuss the characteristics that both Eleanor and Amelia had in common (outspoken, determined, daring; liked to try things other women wouldn't even think to try. Share another example of an idiom that the students might be familiar with: “It's raining cats and dogs”).
- P. 3: Read; have students define aviator using picture and context clues.
Have students identify two other characteristics that Amelia and Eleanor had in common (famous; adventuresome).

Reread the phrase in the last sentence: "...something exciting was bound to happen." Ask students to explain what that seems to mean. Tell students that this phrase is an example of **foreshadowing**, used in literature to warn or indicate that something might happen in the future.

- Pp. 4-5: Have students identify the setting of the illustration.
- Pp. 6-7: Read; reread the second paragraph and have students determine more character traits about Amelia. (independent; takes risks)
- Pp. 8-9: Read; Reread the first sentence of the third paragraph, "Many people thought it was too bold and dangerous for a woman to drive a car." Ask students to infer what that means. Also have students determine additional character traits in the last paragraph. (practical; independent)
- Pp. 13-14: Read; point out the historically-accurate detail of Brian Selznick's illustrations.

Discuss additional character traits the women shared. (both will be flying; unafraid)

- Pp. 14-15: Read; ask students to infer why all the guests have their eyes closed.
- Pp. 18-19: Read; remind students of the author's earlier use of foreshadowing ("something exciting was bound to happen") and have them discuss how it relates here.
- Pp. 20-21: Read; if time allows, there are examples of **figurative language**:
 1. **Simile** (a comparison of one thing to another thing using the word **like** or **as**): "And the enormous, light-drenched mountains looked **like** tiny miniatures"; "It's **like** sitting on top of the world!"
- Pp. 30-31: Read; show students the actual dessert recipe that follows on p. 30.

III. INTEGRATIVE STRATEGIES

Post Reading:

- Review the character traits that Amelia and Eleanor shared. Ask students how they supported the story's events.
- Why is it important that Amelia and Eleanor did what they set out to accomplish instead of just following the "rules" of the time? What lessons can we learn for our lives from reading about the lives of people who came before us in history?