

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

By Nancy Roe Pimm



Vocabulary

refugee camp	scholarships
aircraft	immigrant
soar	career
cockpit	

SAMPLE DISCUSSION QUESTIONS & ACTIVITIES

Building Background Knowledge

To engage with this text, readers need the following background knowledge:

- The meaning of *refugee camp* and why these camps existed in Afghanistan during the time of Shaesta's birth.
- The geographical location of Afghanistan and information about the languages spoken and religions practiced by its people.
- A world map showing the distance between Afghanistan and California, the state where Shaesta's family immigrated to.
- General information about airplanes and a pilot's view of the outside world and the cockpit.

During Reading

- Page 9: Do a think aloud to model making inferences about a character's feelings with *"I remember on the last page Shaesta's sisters giggled because she was afraid of airplanes when she was a little girl. Her wonderings and her action, saying a prayer, make me think she is still fearful."*
- Page 15: Ask students to make an inference about how Shaesta is feeling based on the text and the illustration.

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

By Nancy Roe Pimm

Extension Activities

- Ask students to create a set of interview questions for Shaesta Waiz based on their understanding of the text. Then, search for videos of interviews with Shaesta Waiz to see if any of their questions are answered.
- Display Shaesta's quote, "You must believe in yourself and allow your dreams to soar." Engage students in a discussion about how Shaesta allowed her dreams to soar and how they can connect that quote to their own lives or the lives of others.

SEL Connection

Self-Management - This text allows students to discover how they can use motivation and agency to accomplish both personal and collective goals. They consider what can be learned from the adversities experienced in their communities and/or the adversities of others in order to remain hopeful and joyful in the face of challenge.

Identifying Cultural Behaviors

Cultural Behavior	Examples from the Text
Sociocentrism - The act of socializing is more important than what is happening.	Shaesta's family gather around a cloth on the floor to share their family meal, while speaking in the languages of their homeland.
Communalism - The group is more important than the individual.	Shaesta relied on her thoughts of the children in Afghanistan and other parts of the world to motivate her in her efforts.