

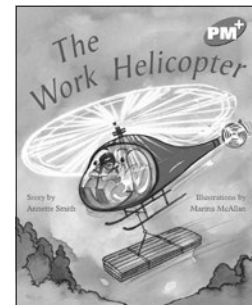
The Work Helicopter

PM Level 16

Orange

Text Type Narrative

Running Words 324



Preparing for Guided Reading

Orientation to the text

- Re-read *The Rescue* (PM level 12). Discuss the work of helicopters. Record some of the students' ideas on a chart for them to illustrate later.

Prior knowledge

- This is another story about Jed and his work planes. In this story, a work helicopter is used for a small, but difficult job. The safe transporting of a load of timber is further enhanced through the use of animated vehicles.

Building the Balanced Reader

Vocabulary

Key vocabulary

building, everywhere, people, side

Content Words

above, builders, driver, great, lifted, needed, until

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

Focusing on the story – guided reading

- Discuss the cover illustration. Notice that the main body of the helicopter is almost completely made of Perspex. Discuss reasons for this. Recall the previous story about Jed entitled *The Little Work Plane* (PM level 15).
- Look at the past tense of the verbs *fly* and *keep*. Point out the work helicopter parked beside the little work plane.
- Study the illustration for signs of overcast weather. Talk about the benefits of a cell phone. Discuss the comments made by the big planes.
- Observe the unsealed road. Notice that Jed talks to the helicopter as they approach the rescue site.

- Study the illustrations and notice how the helicopter is able to lift the timber. Point out the slings that are placed around the timber before being connected to the ring from the helicopter's rope. Note that all the timber could not be lifted at once.
- Talk about the helicopter's pleasure in a job well done.
- Talk about the attitudes of the animated vehicles. The work planes thought they were superior because they helped transport people, but the helicopter showed that you can help people in other ways.
- Revise common word endings, e.g. *muddy, silly; tower, better, driver*.
- Locate words in the text that begin in a similar way, e.g. *above, again, around, away*.
- Discuss adding suffixes to base words to make new words, e.g. *build, building, builder*.
- Talk about words that sound the same but have different spellings, e.g. *would, wood; there, their*.

Comprehension

- Where were the work planes kept? (*Literal*)
- Were the planes kind to the helicopter? (*Inferential*)
- How did the helicopter help people? (*Inferential*)

Follow-up activities

- Recall the work undertaken by helicopters. Re-read the chart made in the 'Orientation to the text'. Add further ideas and illustrations to it.
- Invite the pilot of an aircraft or helicopter to visit the class. Have students ask questions about uniforms, the planes that the pilot flies and the work-related jobs that are undertaken. Following the visit, encourage students to write and draw pictures about the interview.
- Provide books about and/or pictures of helicopters. Have students make model helicopters out of boxes, card, cardboard rolls, etc. Suspend these from the ceiling.
- Instruct students on how to present a simple debate. Debate the sentence, *Little work planes are as important as big passenger planes*. Have students prepare statements on small prompt cards to use during the discussion.

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Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

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Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up