

Perfect Paper Planes

PM Level 22

Gold

Text Type Narrative

Running Words 758



Preparing for Guided Reading

Orientation to the text

- Demonstrate a simple paper-folding example. Explain that it is the Japanese art of origami.

Prior knowledge

- The art of origami captures the imagination of many children. In this story, Josh becomes discouraged when he is unable to follow the instructions and complete a model.

Building the Balanced Reader

Vocabulary

Key vocabulary

cheerfully, crumpled, easily, explained, further, manage, perfect, properly, taught, wrong

Content Words

competition, copied, exactly, expert, folded, folding, Japanese, origami, square, type, wrist

Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the cover illustration.
- Encourage students to recall visitors to their own class. Point out that the children are learning by copying Miss Miki. Ask, *Why did Josh start to laugh?*
- Discuss reasons for Josh's annoyance.
- Ask, *How is Josh feeling?* Discuss Mr Thomson's reaction. Predict what Miss Miki will do.
- Invite students to talk about their own experiences when making and flying paper planes. Ask, *How will Josh be feeling now?*
- Ask, *Why did Kelly think Josh was an expert?* Discuss the statement, *Sometimes it takes a long time to learn something new.*

- Discuss the mutual respect that has developed between Josh and Miss Miki. Talk about how this story might have ended if Miss Miki had reacted negatively towards Josh's paper plane.
- Revise words that contain silent letters, e.g. *wrong, wrist, whole*.
- Revise the purpose of adverbs in adding meaning to verbs in the text, e.g. *cheerfully, easily, properly*.
- Revise changing the -y to -i and adding -ed to make past tense verbs, e.g. *try, tried; copy, copied*.
- Revise new words from familiar words by adding suffixes, e.g. *skin, skinny; compete, competition*.

Comprehension

- What is origami? (*Literal*)
- Why did Josh want to try again to make the origami bird? (*Inferential*)
- Why did Kelly think Josh should stand further back? (*Applied Knowledge*)

Follow-up activities

- Have students complete simple origami tasks. Talk about how easy or difficult students found the tasks.
- Study instructions for paper-folding tasks. Observe the ordered sequence and use of action verbs, e.g. *hold, turn, fold, etc.* Point out how diagrams or photographs help to clarify the instructions.
- Make paper planes. Help students to organise their own competition. After the competition, have them write a recount of their experience.
- Using a variety of non-fiction sources, have students make a shared book about Japan. List headings that will help them with their research, e.g. *Homes in Japan, Japanese clothing, Origami, Japanese writing, etc.* Use these as part of the contents page.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- _____

Guided Reading Notes

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