

Big Machines In the Air

PM Levels 18/19

Turquoise

Text Type Information Report / Explanation / Procedure

Running Words 447



Preparing for Guided Reading

Orientation to the text

- Inform students that this is a non-fiction text. Read the title, and study the cover and title page photographs. Extend students' understanding of topic-related vocabulary during this discussion. Ensure that they understand that although planes have wings, it is their engine power that allows them to fly.

Prior knowledge

- Aircraft are 'big machines' that travel at great speed. This text will challenge students' thinking and extend their knowledge of aircraft design and ingenuity.

Building the Balanced Reader

Vocabulary

Key vocabulary

distance, distances, forward, huge, jets, special, toward

Content Words

aircraft, backwards, cabin, cargo, earth, float, joined, machines, propellers, rotors, shuttles, throw

Decoding

- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Discuss each chapter heading on the contents page. Identify how page numbers inform readers where to search for information.
- As students read the text, ask them to make a list of facts about the different aircraft and share these with the group. *Have any students travelled by air?*
- Challenge the students' thinking when discussing the information on pp. 6–7. Ask, *Why do you think some planes don't have propellers?* Explain that propeller-driven planes are not as fast as jets, but they use less fuel and are cheaper to fly. Talk about what happens to the wheels on most aircraft when they are in the air.

- Discuss the information presented on pp. 8–9. Point out the features of explanatory texts, i.e. the use of text and diagrams to present information.
- Study the photographs on pp. 14–15. Notice that the wings on these planes are high above the cockpit so they stay well clear of the water. Ask, *When do you think planes like these are used?* Compare the meaning of *float* when it is a verb, with *floats* when it is a noun.
- Read the *Did you know?* statement on pp. 16–17. Ask, *What does mid-air mean?* Name other things that hover, e.g. humming birds, bees, etc. Talk about how the rotors keep a helicopter in the air. Discuss the versatility of helicopters during rescue missions. Talk about 'skids' and times when they would be the preferred landing device rather than wheels.
- Encourage students to share their thoughts and knowledge about space, e.g. special suits, weightlessness, etc. Explain that there is no air in space, and that wings need air to give them 'lift'. Inform students that rockets fly in space because they carry air (oxygen) with them. Read the *Did you know?* statement.
- Read and follow the instructions to make a paper jet. Recall features of a procedural text.

Comprehension

- What are machines that fly called? (*Literal*)
- What are the differences between the Harrier jet and other jets? (*Inferential*)
- Different aircraft are used for different purposes. What are some of them? (*Inferential*)

Follow-up activities

- Discuss the explanatory text on pp. 8–9. Recall that the purpose of an explanation is to explain how or why something happens. Talk about how the diagrams assist the reader to understand how a propeller works, i.e. cause and effect. Observe how a classroom item works to reinforce cause and effect. Involve students in writing a shared explanation about the observed item. Have them draw diagrams that support the explanation.
- Ask students to design aircraft of the future. Discuss aerodynamic features that relate to speed, i.e. pointed bodies, perhaps fold-away wings, etc. Ask them to make detailed drawings from the side, the front and above. Students could make models from card so their ideas are presented in a 3D form.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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