

# Jake's Plane

PM Level 8

Yellow

**Text Type** Narrative

**Running Words** 139



## Preparing for Guided Reading

### Prior Knowledge

- Discuss the fact that this text contains a procedure for making a card aeroplane (pp. 7–10).
- Talk about the fact that we can't always have the things we want, but that we can often use our imagination to make something similar.

### Orientation to the Text

- This is a story about recurring character, Jake, and his dad. In this story, Jake makes a plane from a piece of card. Dad helps him fine-tune his design.

### Key Language Structures

- Use of dialogue to add interest.
- A variety of verb endings: *look, looking looked; help, helping, helped.*

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*cut, fly, make, of, out, outside, today*

**Content Words**

*Jake, Dad, plane, toy, green, card, tail, wings, stay, nose, helping, sky*

### Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

### Focusing on the Book – Guided Reading

- **Cover** Ask, *What do you think Jake's plane is made from?*
- **pp. 2–3** Ask, *Do you think the book will give Jake an idea for a fun activity? Why/Why not?*

- **pp. 4–5** Jake asks Dad for a toy plane, but Dad can't get him one today. Ask, *What do you think Jake will do now?*
- **pp. 6–7** Ask, *Where do you think Jake gets the idea for the type of plane he will make? What is he using to make his plane?*
- **pp. 8–9** Ask, *Do you think Jake has done a good job of making his own plane?*
- **pp. 10–11** Jake is working hard to make his plane, but he cannot get the wings to stay on. Ask, *What do you think Dad will do to help Jake?*
- **pp. 12–13** Dad finds something to help the plane fly. Ask, *What does Dad put on the nose of the aeroplane?*
- **pp. 14–15** Jake is just about to fly his plane in the house. Ask, *Where do you think Dad wants Jake to play with his plane?*
- **p. 16** Ask, *Do you think Jake has made a good plane? Do you think Dad is impressed too? Why/Why not?*

### Comprehension

- Why do you think Jake decided to make a plane? (*Inferential*)
- Why do you think Dad and Jake went outside to fly the plane? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing letters to complete compound words; writing words in correct order to complete sentences; writing correct verb forms to complete sentences; writing text from the story to match a picture.
- Provide students with a design for a paper plane that they can cut out and make themselves. Take the class outside and see whose plane flies furthest.
- Discuss with students how Jake used his imagination to make his own plane. Ask students to think of other toys that they could make using common items in the classroom or at home. Have them draw a design for a home-made toy.

## Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- \_\_\_\_\_

## Guided Reading Notes

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