

# Emma's Plane

PM Level 5

Red

**Text Type** Narrative

**Running Words** 102



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand the concepts of make-believe and using your imagination.
- Students should also be familiar with common forms of transport, such as buses and planes.

### Orientation to the Text

- When Emma sees the bus that Zac has made from a box, she decides to make a bigger plane that can carry both of them.

### Key Language Structures

- Text extends across multiple lines on each page, with prepositional phrases extending the length of sentences.
- Direct speech features prominently in the text.

## Building the Balanced Reader

### Concepts About Print

- Ask students to find speech marks in the text. Discuss what they are and how they are used.

### Vocabulary

#### Key High-frequency Words

*Away, going, into, looked, we, Where*

#### Content Words

*bus, fly, pilot, plane, shops, sky, wings*

### Decoding

- As they read, ask students to look for words with double letters in them. Discuss the sound each double letter makes in the word.
- Look at the word *plane* on page 8. Ask, *What smaller word can you see at the start of plane? What sound does the 'a' make in both words?*

### Fluency and Phrasing

- Model how to read sentences that have speech marks with expression and phrasing. Have students practise reading with you.

### Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Make a list of words that students think might be in the text and check at the end to see how many words students guessed correctly.

- Read page 2 with students. Ask students to explain in their own words what is happening in the story.
- Look at page 4. Point to the apostrophe and ask students what it is and why it is there.
- Read page 6 for students. Ask, *How did I change my voice when I read the word **and**? Why do you think the author put the word in bold?*
- Continue to page 8. Ask students to find the exclamation mark. Discuss what it is used for and instruct students to look for other exclamations as they continue reading.
- Look at page 14. Ask students to find two words that rhyme on the page. Invite them to suggest other words they know that rhyme with these words.
- Re-read the text together. After each page, ask a different student to explain what they read in their own words.

### Comprehension

- Why didn't Emma want to go in Zac's bus? (*Literal*)
- Do you think Emma and Zac liked the plane? Why or why not? (*Inferential*)

### Follow-up Activities

- Ask students what was big and what was little in the text. Discuss the fact that *big* and *little* are opposites, and invite students to share other things they know that are big and little.
- Introduce students to the idea that a narrative has a beginning, a middle or complication, and an ending. Talk about the beginning together, then ask students what the problem in the story was. Ask them to retell how the problem was solved to end the story.
- Plan and write a shared narrative together. Talk about how the story is going to begin, what the problem is going to be and how it will be solved, then invite students' input as you write the story.
- Ask students where they would go if they had a plane like Emma. Read about the different places online or find other stories that are set in particular locations. As students learn about new places, ask them whether or not they would like to visit them.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning strategies to monitor our reading.
- We are learning to recognise different sentence types.

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## Success Criteria

- I can use my own words to explain what I just read.
- I can find exclamations in the text.
- I can change the way I read when I see an exclamation mark.

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## Guided Reading Notes

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