

First Flight

PM Level 18

Turquoise

Text Type Narrative

Running Words 425



Preparing for Guided Reading

Orientation to the text

- Talk about travelling by plane. Read and discuss selected pages from a suitable book, e.g. *Take it Apart Plane* by Chris Oxlade (1997).

Prior knowledge

- Kel, a new character to the **PM Plus** series, has to travel alone on his first flight. This becomes a memorable trip for Kel – thanks to a helpful flight attendant and two pilots.

Building the Balanced Reader

Vocabulary

Key vocabulary

belt, cabin, crew, flight, louder, minutes, towards

Content Words

beginning, check, controls, landed, later

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes 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

- Read the title. Discuss the cover and title page illustrations. Consider Kel's probable feelings of anxiety. Encourage students who have flown before to talk about their first flight.
- Establish the reason for Kel's visit to his father. Study the illustrations and read the visual language. Explain boarding and flight procedures. Point out Kel's name tag and the reason for it.
- Talk about the role of the cabin crew. Point out the flight attendant's badge. Search the text for actions that indicate Kel's fear.
- Observe changes in Kel's body language. Explain that seat belts are left fastened unless moving around. Anticipate what Kel's surprise might be.
- Talk about why Kel's first flight has become a memorable event. Passengers are not usually invited into the captain's cabin. Discuss reasons why Kel was probably given this exciting opportunity.

- Ensure students observe to the visual language in the text. Talk about what the flight attendant and pilot did to help Kel feel better about
- his first flight. How would the students feel if they were Kel and why?
- Look at the comparatives *loud, louder* and *fast, faster*. Explain that *-er* is often added to a word to make the comparative form.
- Make a list of key words relating to air travel: *airport, plane, gate, passengers, cabin crew, ticket, seat belt, pilot, engines, runway, cabin, captain, controls*.
- Discuss word beginnings: *before, behind, beginning*.
- Change final consonants: *cap, cat, cab; plane, plate, place; seat, seal, seam; held, help, helm*.
- Revise the blend *st* in beginning, medial and end positions, e.g. *faster, first, stay*.

Comprehension

- Where was Kel going on the plane? (*Literal*)
- Why was Kel scared? (*Inferential*)
- What made Kel shout that he wanted to be a pilot when he grew up? (*Inferential*)

Follow-up activities

- Discuss the theme of 'overcoming fear'. Have students write about and draw times when they have been brave. Present students' work as a flip book.
- Have a flight attendant visit to talk about his/her job. Have students write questions prior to the visit.
- Revise letter writing conventions. Have students write a letter from Kel to his mother about his flight.
- Organise a class visit to an airport terminal. This would involve seeking permission, arranging transport and supervision, writing questions, etc. After the visit, have students record and present their information. Offer them a variety of presentation choices, e.g. charts, reports, etc.
- Recall reasons why Kel's first flight was a special event. Have students write about and draw pictures of memorable events they have experienced.

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Learning Intentions

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

Success Criteria

- I can use my knowledge of high-frequency words, phonics, 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