

Helicopter Pilots

PM Level 18

Turquoise

Text Type Description

Running Words 478



Preparing for Guided Reading

Prior Knowledge

- Talk about the basic features of helicopters with students so that they understand why helicopters are used in difficult situations, such as rescuing people from mountains or the ocean.
- Make sure students know how to use the contents and glossary to help them navigate a non-fiction text.

Orientation to the Text

- It takes a special person to fly a helicopter. Meet the pilots who rescue injured people, put out fires and take tourists on scenic flights, and learn all about what they do.

Building the Balanced Reader

Vocabulary

Key Vocabulary

busy, closer, danger, full, hospital, short, weather

Content Words

ambulance, burn, cliffs, Clouds, co-pilot, fill, helicopter, instruments, lifesaver, pilots, rescue, smoke, traffic

Decoding

- Encourage students to look for known parts of longer words to help them read accurately.
- Guide students to find the base of comparatives, such as *bigger*, *smaller* and *closer*, and discuss how the suffix changes the meaning.
- Point out the words *helicopter* and *helipad*. Talk about what the two words have in common and how their meanings are different.

Focusing on the Book – Guided Reading

- Look at the front cover of the book and instruct students to point to the title. Ask, *What is this book called? Why do you think the author chose that title?*
- Talk about what an introduction to a description is and read pages 2–3 together. Ask, *What do we now know about what will be in this book? Who is it about?*
- Continue to page 5, and explain that the characteristics section in a description gives more details about the subject. Ask, *What do we know about Dana now?* Support students to look up the word **instruments** in the glossary.

- Read pages 6–7 with students. If they make an error, prompt them to go back and re-read, focusing on whether what they have read made sense.
- Continue to page 11. Ask, *What was described in the Putting Out Fires chapter? What did we learn about Jake?*
- Read pages 12–13 together. Guide students to monitor whether the words they read match the text and prompt them to have another go when they don't match. Ask, *Did that sound right?*
- Read page 15 together and explain that this is the evaluation section. Ask, *What does this page tell us about how the helicopter pilots feel about their work?*
- Ask students to re-read the text with a partner, carefully monitoring that what they read matches the text and re-reading when it does not.

Comprehension

- Where does Ali take people in her helicopter? (*Literal*)
- Why do people want to take photos when they are in Dana's helicopter? (*Inferential*)
- Why do you think hospital helipads are usually on the roof? (*Applied Knowledge*)

Follow-up Activities

- Read some simple texts about how helicopters fly. On an enlarged picture of a helicopter, label the different parts, such as the rotor blade, the landing skid and the cockpit. Ask students to describe in their own words what each of these parts is.
- Talk about what a lifesaver is with students and discuss why water safety is important. Review water safety rules at the beach and at the pool. In pairs, have students choose one rule to write about and illustrate.
- With students, make a list of other professions that involve helping people. Choose one and write a shared description of it, using *Helicopter Pilots* as a model. Discuss each of the key sections of a description as you go and choose an appropriate title together.

Helicopter Pilots

Date _____

PM Level 18

Turquoise

Learning Intentions

- We are learning to identify the structure of a description.
- We are learning to read accurately.

• _____

Success Criteria

- I can find and describe the title, introduction, characteristics and evaluation in the book.
- I can re-read and self-correct when what I read doesn't make sense.

• _____

Guided Reading Notes

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