

# At the airport

PM Level 2

Magenta

**Text Type** Description

**Running Words** 49



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with the names of vehicles such as planes and helicopters.

### Orientation to the Text

- A boy and his parents are looking at many different things you might see at the airport.

### Key Language Structures

- The repetitive structure, *The \_\_\_\_\_ are at the airport* is used, with a different noun corresponding to the picture on each page.
- Sentences are longer and feature a return sweep.

## Building the Balanced Reader

### Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

### Vocabulary

#### Key High-frequency Words

*are, at, the*

#### Content Words

*airport, buses, cars, engines, fire, helicopters, people, planes, trucks, vans*

### Decoding

- Support students to break down the longer words in the text into manageable chunks.
- Look at the word *airport*. Explain that this is a compound word and ask students to find the two smaller words that it consists of.

### Fluency and Phrasing

- Model reading smoothly from one line to the next to finish each sentence. Use your finger to follow the direction of the return sweep and ask students to do the same.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Invite students to suggest what the setting of the book is. Ask, *Who can you see on the front cover? What are they doing? What else can you see?*

- Look at pp. 2–3 together. As a group, list all the other things found at an airport that students think might be in the book.
- Look at pp. 4–5 together. Point to the word *helicopter* and ask students to use the picture and the first sound to work out what it is. Once they have suggested a possible word, ask, *Does it look right? Does it sound right? Does it make sense?*
- Read to p. 7. Talk about the sorts of things that the book is showing at an airport. Look at the list you made earlier and ask if students want to change or add to their predictions.
- Look at p. 11 with students. Ask them what they can see and what they think will be in the text. Use the initial letter of *vans* to confirm or change their thoughts.
- Continue to p. 16. Talk about who students can see at the airport and where they might be going.
- Reread the text focusing on the connection between the words and the pictures.

### Comprehension

- What are three things that the book said were at the airport? (*Literal*)
- What might the trucks be doing at the airport? (*Inferential*)
- If you were writing this book, what other things might you show at the airport? (*Inferential*)

### Follow-up Activities

- Make a list of as many things that are at your school that students can think of. Model writing an innovation on *At the airport* by constructing an *At the school* text with students' input. In pairs or individually, have students write and illustrate their own *At the school* text.
- Guide students to make a paper plane. Together, record the materials you needed and the steps you followed to create a procedural text. Take students outside to let them try out their paper planes.
- Ask students to cut out pictures of different vehicles from newspapers and magazines. Organise students in a circle and place the pictures in the middle. Ask students to suggest different ways you might group the pictures, such as colour or vehicle type, and involve students in rearranging the pictures according to your chosen criteria.

# At the airport

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## Learning Intentions

- We are learning to predict what will be in a text.
- We are learning to read new words.

• \_\_\_\_\_

## Success Criteria

- I can use the title and cover to suggest what will be in the book.
- I can use pictures and initial letters to help me read.

• \_\_\_\_\_

## Guided Reading Notes

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