

Aeroplanes

PM Level 24

Silver

Text Type Information Report (Informative), Description (Informative)

Running Words 1028



Preparing for Guided Reading

Prior knowledge

- Talk about the different kinds of aeroplanes, and some of the different purposes they have been designed to serve.
- If any students have flown on a passenger flight, have them share their experiences of take-off and landing.

Orientation to the text

- In this book, the reader learns about aeroplanes – their history, designs and functions, as well as some famous aviators.

Building the Balanced Reader

Vocabulary

Key vocabulary

transports, wings, air, flight, distance, speed, straight, travel

Content words

aeroplane, aircraft, engine, propeller, combustor, fuel, supersonic, advanced, outback, remote, passengers, technology

Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prior knowledge and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

Focusing on the book – guided reading

- Read the title together and discuss the front and back cover photos. Ask students to compare the functions of these planes.
- After reading pp. 2–3, ask students to identify the three things that make an aircraft an aeroplane. Ask students if they would have thought of these things on their own.
- Direct students to look at the diagram on p. 5. Ask them if they have heard the word *combustor* before. Explain that *combustion* is another word for *burning*.

- Ask students why they think the Wright brothers would have experimented with gliders before building their first aeroplanes.
- Discuss why it would have been such an important achievement for a pilot to fly across the English Channel for the first time.
- Talk about the speed of sound, and why it has been such an important landmark in the development of air speed.
- Ask students to share experiences of the delay between seeing an action and hearing its sound, e.g. when a sportsperson hits or kicks a ball at a distance. Explain that this was a direct experience of the speed of sound.
- Discuss how a Harrier ‘Jump Jet’ would be a very useful aircraft in particular situations, especially in places that don’t have a landing strip.
- Have students suggest some difficulties that would be involved in being a doctor with the Royal Flying Doctor Service. Would there always be safe places to land their planes?
- Revise compound words, e.g. *aeroplane, biplanes, newspaper, supersonic, firefighters, Dreamliner*.

Comprehension

- What is the Royal Flying Doctor Service? (*Literal*)
- What does the statement *Aeroplanes took fighting to the skies* mean? (*Inferential*)
- What is the speed of sound? (*Applied Knowledge*)

Follow-up activities

- Have students imagine that aeroplanes have not yet been invented. Taking inspiration from the Wright brothers, have them draw a design for their own glider or aeroplane, using simple materials.
- Have students choose one of the aviators on pp. 8–9 and do some online research to write a short profile of this person and draw a portrait of them.
- Take the class outside to a large open area. Have one student stand as far away from the class as possible, and clap. Have students observe the brief gap between when they see the clap and when they hear it.

Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to use prior knowledge and associated vocabulary to gain a deeper understanding of the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can use prior knowledge and associated vocabulary to gain a deeper understanding of the text.
- _____

Guided Reading Notes

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