

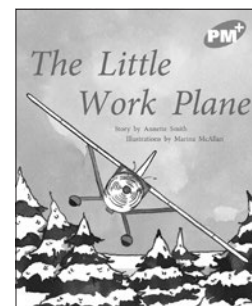
The Little Work Plane

PM Level 15

Orange

Text Type Narrative

Running Words 303



Preparing for Guided Reading

Orientation to the text

- Re-read *Little Bulldozer* (PM level 8). Compare Little Bulldozer's feelings when he was told to go away with his feelings when he knew that he had been helpful.

Prior knowledge

- The little animated plane in this story proves its worth when it successfully helps someone in need. As young readers identify with the characters, they come to understand how their personalities affect the plot.

Building the Balanced Reader

Vocabulary

Key vocabulary

airport, kept, need, pilot, runway

Content Words

farmhouse, job

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge, thinking aloud, attending to details in illustrations and attending to print details.

Focusing on the story – guided reading

- Read the title and discuss the cover illustration. Talk about the size and appearance of the little work plane.
- Introduce Jed. Notice what he is wearing. Encourage students to think about the helpful tasks that the work planes might be involved in.
- Read the story with students, discussing the attitudes of the big planes, focusing on the phrase *looked down at*.

- Study the airport setting. Point out the big planes' scornful attitudes towards the little work plane. Talk about how the little plane did an important job and proved that being big doesn't always make you important.
- Discuss the need for speed when responding to an emergency. Talk about other services that might be needed by people isolated by severe weather conditions.
- Study the landscape. Students need to understand that the farmer cannot get out because the snow is too deep. Observe how the farmer attracts Jed's attention.
- Acknowledge the important role undertaken by the little work plane.
- Look at common word endings, e.g. *farm, farmer; slow, slowly*.
- Revise consonant blends, e.g. *plane, place, please; started, stopped; snow*.
- Clap the syllables in two syllable words: *pi/lot, air/port, run/way, slow/ly*.
- Discuss the comparative form of some adjectives, e.g. *fast, faster; big, bigger*.

Comprehension

- Where were the work planes kept? (*Literal*)
- Why was the job given to the little plane important? (*Inferential*)
- How did the big planes and little plane feel in the end? (*Inferential*)

Follow-up activities

- Discuss other possible rescue missions for the little work plane, e.g. helping because of a flood, an earthquake, a forest fire, etc. Encourage the children to write about and draw these events.
- Provide light card, scissors, tape, etc. for the children to make models of the little work plane.
- Cut a square shape out of the front of a box to make a TV screen. Cut holes in the box above and below the front panel to support two dowel rods. Have the children draw the main events in sequence on long strips of paper. Tape these to the dowel rods and scroll them so that the paper moves from one dowel rod to the other as the rods are turned.
- Discuss the features of a newspaper report, i.e. a recount of events. As a group, write a report about the main event in the story. Have the children add matching illustrations. Display as a wall story.

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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