

# The Big Helicopter

PM Level 6

Yellow

**Text Type** Narrative

**Running Words** 126



## Preparing for Guided Reading

### Prior Knowledge

- Ensure students understand how helicopters differ from planes.

### Orientation to the Text

- This is one of many stories about Matthew and Emma. In this story, Matthew, Emma and Dad go to see a helicopter in a park. They notice how it appears to be a different size, depending on how far away it is.

### Key Language Structures

- Dialogue between the family members.
- A range of longer and shorter sentences to convey drama.
- Words that represent sounds (*Whirr!*).

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*away, back, came, coming, home, it, they, went, where, will*

**Content Words**

*Matthew, Emma, Dad, helicopter, whirr, grass*

### Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Slow down to problem-solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

### Focusing on the Book – Guided Reading

- **Cover** Identify Emma, Matthew and Dad in the cover illustration. Ask, *Why do you think the helicopter has landed here?*
- **pp. 2–3** Direct students' attention to the park in the background. Ask, *Where do you think the family might see the helicopter?*
- **pp. 4–5** Ask, *Do you think the helicopter is very high in the sky?*

- **pp. 6–7** Demonstrate how to read the text with intonation. Ask, *Do you think the helicopter looks bigger now? Why might this be?*
- **pp. 8–9** Point out that the author has used the words *Whirr, whirr, whirr* to describe the sound of the helicopter. Ask, *Why do you think the author has mentioned this sound?*
- **pp. 10–11** Discuss how Dad thinks the helicopter has gone for good. Ask, *How do you think Emma and Matthew feel about going home?*
- **pp. 12–13** Discuss why the noise made by the helicopter is now written in bold type. Ask, *How do you think Emma feels as she looks up at the helicopter?*
- **pp. 14–15** Discuss with students the helicopter's relatively large size in this illustration. Ask, *What tells us that the helicopter is making a loud noise?*
- **p. 16** Talk about Matthew's observation about the helicopter's size. Ask, *Do you think it is a big helicopter, or does it just seem to be big because it is on the ground?*

### Comprehension

- Why do you think Dad said that the helicopter 'looked little up in the sky'? (*Inferential*)
- Why do you think Matthew and Emma put their hands over their ears? (p. 15) (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing the correct form of the verb (*come/came/coming*) to complete each sentence; writing the appropriate words to complete the sentence, and drawing a picture to illustrate the sentences; completing words to follow a rhyming pattern; drawing a picture of the family in the story running to see the helicopter.
- Talk with students about the uses of helicopters. Have students write short stories about an adventure in a helicopter.
- Have students make models of vehicles with plasticine. Direct them to observe how their models seem to look bigger or smaller, depending on how far away they are.

# The Big Helicopter

Date \_\_\_\_\_

PM Level 6

Yellow

## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

• \_\_\_\_\_

## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

• \_\_\_\_\_

## Guided Reading Notes

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