

Solo Flyer

PM Level 21

Gold

Text Type Narrative

Running Words 606



Preparing for Guided Reading

Orientation to the text

- Ask students where they would go for help if they were lost in a busy public place. Check that they know all essential information, e.g. their full name and address, and two emergency contact phone numbers.

Prior knowledge

- Kel enjoys travelling on a plane each time he goes to stay with his father. Kel's dad works at the airport. Visual information is important in this story as Kel becomes separated from his father and uses the airport signage to relocate him.

Building the Balanced Reader

Vocabulary

Key vocabulary

counter, crowd, tumbling

Content Words

area, badge, baggage, carousel, chute, claim, clear, duty, either, handler, information, loudspeaker, microphone, page, panic, passengers, report, solo, travelled, uniform, wore

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title and have students look closely at the boy's name badge. Ask, 'What does *solo* mean?'
- Read the text to confirm students' predictions.
- Talk about the expressions on the faces of the people featured, including Kel and his dad. Ask, 'How is everyone feeling?' Talk about Kel's dad's job. What would being a baggage handler involve?

- List the interest words on the whiteboard, e.g. *carousel, baggage claim area, chute, information*. Discuss the meaning of each word in relation to the illustration. Focus on the actions of Kel and his dad. Have students predict what might happen.
- Discuss how Kel would be feeling on pp. 8–9.
- Examine the illustration. Ask, 'Why does Kel mistake this man for his father?' Read the text and discuss the meaning of *panic*. Ask students to describe a situation where they felt a sense of panic.
- Read the text on pp. 12–13. Talk about how Kel overcame his panic. What three things did he do to calm down?
- Discuss Kel's actions on pp. 4–15. Ensure the term *page* is understood.
- Read p. 16 and enjoy the reunion between Kel and his dad.
- Discuss irregular past tense verbs in the text, e.g. *wear – wore; buy – bought; stand – stood; think – thought; speak – spoke*
- Identify different forms of punctuation used at the end of sentences. Explain why this varies throughout the text, e.g. full stop, question mark, exclamation mark.

Comprehension

- Why did Kel's dad go over to another carousel? (*Literal*)
- Why did Kel have new shoes? (*Inferential*)
- Why do solo flyers have a name tag? (*Inferential*)

Follow-up activities

- Invite students who have flown in a large jet to share their experiences. Discuss the things that are different if children fly with an adult, compared with if they fly solo.
- Discuss other occasions when students may have travelled away without a parent to accompany them, e.g. school excursion. Ask students to talk about how they felt and who helped take care of them.

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and possible solutions to the problem presented in the text.

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Guided Reading Notes

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