



# Level 7 Book h

## At the Air Show



Written by Nicole Ward

Level	7
Word Count	115
Text Type	Information report
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



*This symbol relates to use (text user)*

BEFORE READING

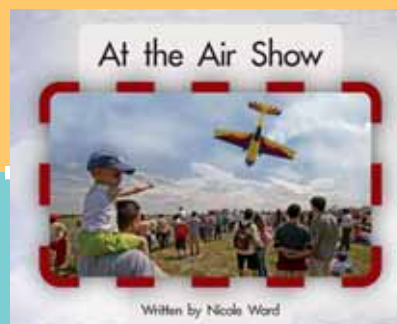
## Cover & Title Page



Direct the children's attention to the pictures and ask if they can guess what this book is going to be about. Ask them to describe everything in the pictures.



Read the author's name. Why is there a name here? Identify book conventions.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.



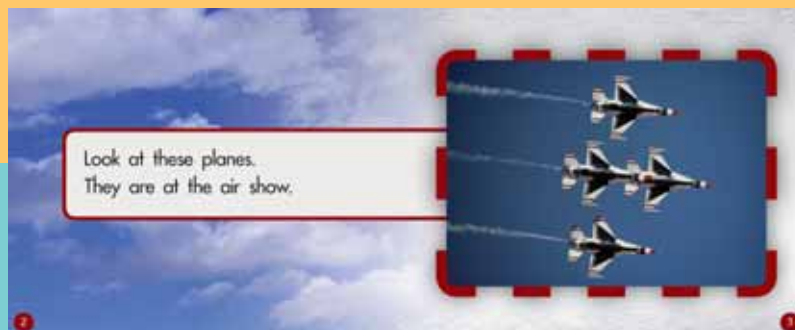
Talk to the children about what an air show is. Ask the children if they have ever been to one and if so what they liked the most.

AFTER READING

## BEFORE READING

2/3

Encourage the children to look at the picture and describe what they see. Discuss with the children if they have ever been in a plane and what it was like. Was the plane they went in anything like one of these planes? Talk about the differences.



## AFTER READING

Talk to the children about whether they would like to fly a plane. Ask the children to support their answers with at least one or two reasons.

Ask the children to point to the *pl* word – *plane*, spell it, and put it into sentences to share with the rest of the group. Brainstorm other words with the same *pl* blend.

## BEFORE READING

4/5

Ask the children to look at the picture and talk about what is happening – the number of planes, how they are flying (in formation), and what trails behind them.



Talk about who is flying the planes – the pilots. Ask the children how they must be feeling up there.

Ask the children to identify the word *fast*. Spell it and ask the children to put it in some sentences to ascertain their understanding of the meaning. Then talk about other words that have the *st* blend.

## AFTER READING

Invite the children to describe what is happening in this picture. Ask them to think about what it must feel like to be looking up at this show. Talk about the feelings of the spectators.



They fly side by side.  
They fly up and down.  
They fly round and round.

Ask the children if they know what the *side by side*, *up and down*, and *round and round* descriptions mean. Talk about other things that do the same movements.

Ask the children to point to the words as you read them, identifying them one-for-one. Then direct their attention to the word *down*. Spell it and ask the children to put it into sentences of their own and share them with the group.

Ask the children to describe what is happening in this picture. Talk about how much the pilots have to practise for an air show. Ask the children what might happen if the pilots were not careful enough.



One plane goes in front.  
The other planes fly behind.  
They fly very fast.

Talk to the children about the word *fly*. Identify the absence of vowels in this word and which letter takes the place of a vowel, giving its sound. Guide the children to identify the two words that are opposite in meaning – *front* and *behind*. Explain that they are called antonyms. Next, point out the *nt* blend in *front*.

## BEFORE READING 10/11

Ask the children to describe the planes in this picture. Ask the children if they would like to fly on one of these planes.



Look at these planes.  
They are at the air show, too.  
They are not jets.  
They are very old planes.

## AFTER READING

Talk about whether the children would like to be pilot of a jet plane or of an old-fashioned biplane. Encourage the children to support their ideas with reasons.

Ask the children to identify the word *too*. Encourage the children to think of their own sentences to clarify its meaning and use. Then identify the long vowel sound in the word *plane*. Compare it with the word *plan* and what the *e* does to the sound of the *a*.

## BEFORE READING 12/13

Ask the children to describe the movement of the planes in this picture. Look at the smoke and ask the children which direction the planes are going in.



These old planes take off.  
They go up and up.  
They do not go fast.

## AFTER READING

Direct the children's attention to the word *take* and its long *a* vowel sound. Ask the children to sound out the vowel sound themselves. Can they remember which other word on the page has a long *a* vowel sound?

Ask the children to look carefully at these pictures and at the plane's engine. What kind of engine is this? How is it different from the engine of a jet plane? Which one is modern?



Encourage the children to find the pilot in the picture. Talk about the job of the pilot and all the things he/she has to remember when flying a plane – including before take-off and after landing.

Ask the children to point to the word *pilot*. Which vowel has a long sound in this word? Locate the word *sky* and talk about the lack of a vowel and which letter takes its place.

Ask the children if they know what this page is used for. Encourage them to think of a dictionary and how that might help them work out what this page is used for. Explain that this is a picture glossary and that a glossary is like a dictionary of terms used in the book.



Ask the children to read through the book again and find some of their favourite words that are also in the glossary.

Have the children identify the pictures one-for-one as you read out the words.

## 7 h At the Air Show

Name \_\_\_\_\_

Fill in the missing words.

down fly pilot planes

show sky these

Look at \_\_\_\_\_ planes.

These \_\_\_\_\_ are jet planes.

They \_\_\_\_\_ very fast.

They are at the air \_\_\_\_\_.

Look up in the \_\_\_\_\_.

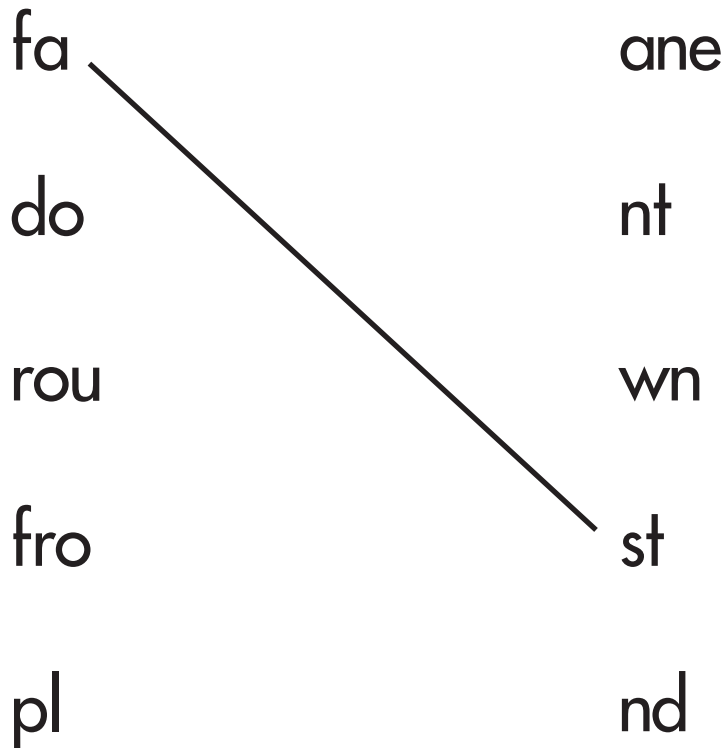
The \_\_\_\_\_ flies the plane round  
and round and upside \_\_\_\_\_.

# 7 h At the Air Show

Name \_\_\_\_\_

Find the right endings for these words.

The first one has been done.



Write the words below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_