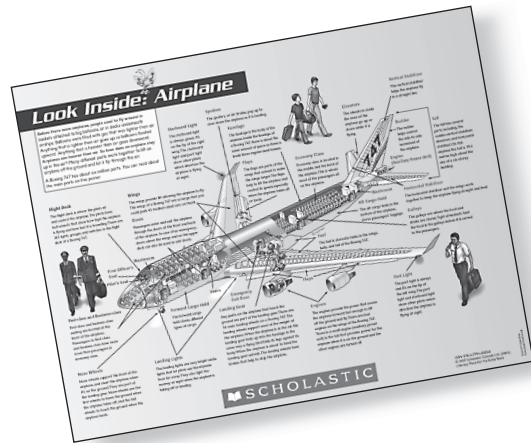


Look Inside: Airplane



Text Type: Non-fiction: Description — Explanatory Poster

Guided Reading Level: N

Summary: This two-sided poster shows the parts of an airplane and their functions on one side. On the other side, we learn how these parts work together to allow the plane to land and take off.

Text Features

- ▶ headings

Visual Literacy

- ▶ labelled diagrams
- ▶ arrows indicating airplane parts and lengths in metric units
- ▶ cross-section view of airplane
- ▶ captions

Text Supports

- ▶ strong illustrations support the text

Possible Text Challenges

- ▶ subject-specific vocabulary: *flight deck, gauges, starboard, spoiler, air brakes, fuselage, vertical stabilizer, rudder, galleys, runway*
- ▶ some difficult words: *control, elevator, economy, auxiliary, passengers, airborne, permission*
- ▶ hyphens

First Session (front of poster)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ using multiple strategies such as familiar words, suffixes, syllabication, visual and context cues, and reading ahead to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze illustrations and text to find new information
- ▶ synthesize new information with prior knowledge to create new understanding
- ▶ solve unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group and a partner
- ▶ think-pair-sharing

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading lesson and not just at the end.



BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Initiate a discussion with students about airplanes. Tell students they will be looking at a poster of a 747 airplane. Have students discuss in pairs what they know about airplanes and then ask volunteers to share what they know with the class.

Teaching Tip: Prior to beginning this lesson, provide sufficient space for students to spread out their posters so all text is visible.

ESL Note: Some ESL students may have travelled to Canada from other countries by airplane. Invite them to share their recollections. Ask, *What did you see on your trip? How large was the plane? Where did you sit?*

Visual literacy

Overcoming Text Challenges

Hand out copies of *Look Inside: Airplane*. Read the title and the information in the text box to students. Ask, *What do you notice about the airplane?* Explain that the diagram shows a cross-section view of the airplane—as if half of it had been removed. Ask, *How does this view help the reader?*

Text features/visual literacy

Have students do a brief picture walk through the poster, pointing out the headings, labels, directional arrows, and the location on the 747 where various parts can be found.

**Word solving and building/
language predictability**

Point out some unfamiliar words about airplanes. Have students locate *starboard* on the poster. Ask, *What strategy will you use to figure out this word?* Use students' suggestions to read the word and determine its meaning using familiar words, suffixes, syllabication, visual and context cues, and reading ahead. Continue with any other words students may have difficulties with, such as *auxiliary*.

Analyzing

Setting a Purpose

Say, *As you read about the inside of a 747, I want you to find five interesting facts.* Have students jot down their interesting facts on a small piece of paper. Alternatively, students can be provided with five sticky notes to place on the poster when they locate an interesting fact. After the reading, all facts will be written on a chart.

Teaching Tip: Write the purpose for reading on chart paper or a board so it is visible to all students in the group. This will help them focus as they read and encourage independence when they finish reading.



DURING READING

Ask students to read the text the first page independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension questions. Offer prompts, such as, *What interesting facts did you find? Why do you think they are interesting?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to share their interesting facts with a partner.

Teaching Tip: The reading strategies checklist you complete for each student will inform you about their reading progress, and about the strategies they need to work on to boost comprehension, word recognition, and understanding vocabulary.



AFTER READING

Analyzing

When all students have finished reading the text, ask them to share their findings. Make a list of the interesting facts students found.

Evaluating/analyzing

Ask, *Do you think this poster is helpful in understanding how a plane works? Why or why not?* Encourage students to use the information from the poster to support their opinions.

Word solving and building

Ask students to share any words they found challenging and the strategies they used to figure out these words. Point out positive reading strategies you observed during the session, for example, say, *I noticed Sonja having difficulty with the word passengers, so she broke it into smaller parts. She recognized the word pass and the ending "-ers." She looked at the illustration for cues and read ahead to make sure she understood its meaning.*

Second Session (back of poster)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ inferring

Working with Words

- ▶ using multiple strategies such as familiar words, prefixes, and context and illustrative cues to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze illustrations and text to find new information
- ▶ make inferences based on the text and illustrations
- ▶ solve unfamiliar word using familiar words, prefixes, and context and illustrative cues

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner



BEFORE READING

Analyzing/synthesizing

Activating and Building Prior Knowledge

Have students explain what they have learned about the inside of a 747 by reading the poster. Students can refer to the list of interesting facts created in the previous session or to the poster itself.

Text features/visual literacy

Overcoming Text Challenges

Have students turn to the other side of the poster. Read the headings and the information in the text box to students. Ask, *What are you going to learn about when reading this side of the poster?* Explain that the directional arrows reveal which parts of the airplane are operational when taking off and landing.

Visual literacy

Explain that the diagrams show estimated lengths, heights, and referents to help students imagine these lengths and heights. Point out the buses lined up at the bottom of the poster and ask, *How does this referent help the reader?*

Word solving and building

Point out the word *airborne*. With students' assistance, solve such words as *permission*, *elevators*, and *reduces*. Encourage students to use multiple strategies, such as using familiar words, prefixes, and context cues when solving unfamiliar words.

Analyzing

Setting a Purpose

Say, *Read this poster to find out how an airplane takes off and lands.* Provide students with small pieces of paper or sticky notes to record their jot notes.



DURING READING

Tell students to read the other side of the poster independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Why do you think the diagram needs to be included? How do the labels help the reader?*

Note students' successful use of reading strategies and any difficulties they encounter.

For students who finish reading before others, have them discuss with a partner how a plane takes off and lands.

Teaching Tip: Good readers stop and think as they are reading to be sure the text makes sense.



AFTER READING

Synthesizing/analyzing

Ask students to refer to their jot notes and relate how a plane takes off and lands. Encourage students to refer to the poster to clarify details as needed. Ask, *Why did you choose to write that piece of information? Why do you think it is important?*

Inferring/evaluating

Discuss with students how the labels and diagrams help the reader. Ask students to imagine that there weren't any photographs, only a paragraph explaining how the plane takes off and lands. Ask, *Do you think the information would be as effective? Why or why not? How does the combination of photographs and text help the reader?*

Word solving and building

Revisit any challenging words students encountered and discuss the strategies they used to figure out the words. Point out positive reading strategies. For example, say, *When Simon came to the statements comparing the length and width of a Boeing 747, he slowed down and looked for words he knew in the hyphenated words (regular-sized, end-to-end). When he put the words together, he could read them.*

Rereadings

Provide opportunities for each student to reread the poster independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Design a Poster

Text features/synthesizing

Have students design a poster that describes and explains their favourite mechanical toy or game. Remind students to use a title, headings, labels, arrows, and a text box. Have the *Look Inside: Airplane* poster on hand for students to refer to.

Word solving and building

Provide copies of the “Design a Poster” BLM for students to plan and organize their descriptions and diagrams with. Students can use the BLM to record their draft of the introduction in the text box. Space has been provided for students to draw and label their diagrams.

After the draft has been completed and edited, students can create a bigger poster using large sheets of paper and then illustrate them. Completed posters can be displayed on a bulletin board.

Multi-syllabic Words

Have students divide a piece of paper into two columns with one column labeled “Two-syllable Words” and the other “Three-syllable Words.” Students reread the text independently, writing two- and three-syllable words in the appropriate columns. Students compare their word lists, marking the words they have in common. Students then count the number of dissimilar words and award one point for such a word. Students record their points and then repeat as many times as desired.

Alternatively, students could set a time limit for collecting their words.

Writing a Letter

Provide each student with a copy of the “Writing a Letter” BLM and have them write a letter to a classmate or relative about a trip they took on an airplane. Encourage students to describe the airplane ride, including the take off and landing. Students may wish to draw a picture to accompany their letter.

Encourage students to share their letters with their partners.

Synthesizing

