

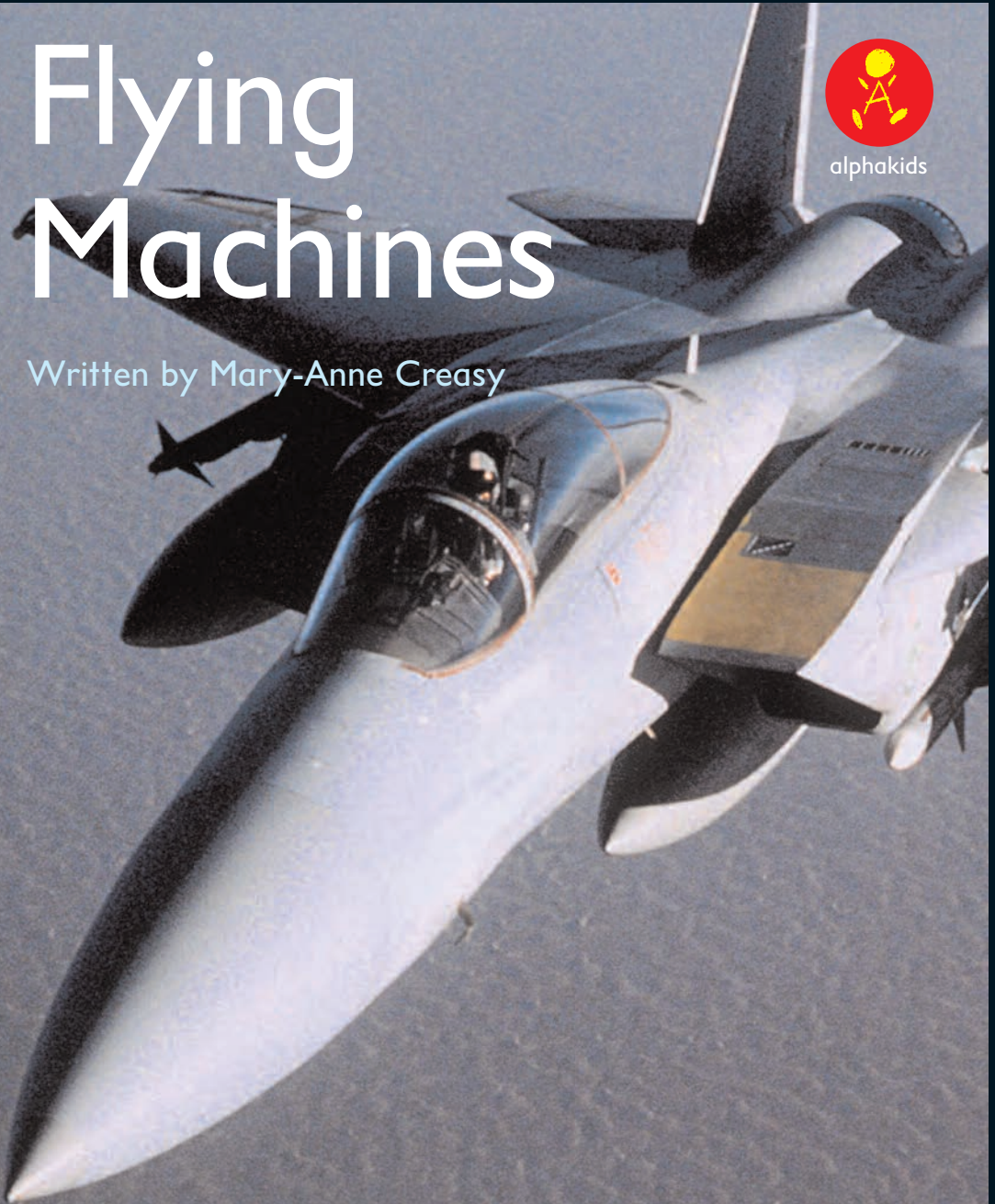
Teacher Edition

# Flying Machines

Written by Mary-Anne Creasy



alphakids



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## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- A table of contents is provided.
- Chapter headings and subheadings are used to organise the text.
- A summary grid tabulates the information presented in the book.

## Vocabulary

aeroplane, blades, engines, glider, hang glider, helicopter, machines, space shuttle, without

## Setting the context

Draw up two columns on the board headed 'Flying machines with engines' and 'Flying machines without engines'. Ask the children to name some flying machines and tell you whether or not they have engines, and list their responses in the appropriate column.

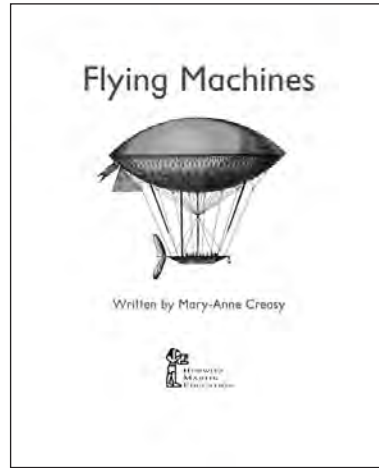
## Introducing the book

*This book is about different flying machines. It looks at whether or not they have engines and how they fly.*



### Front cover

*What can you see on the front cover? Would it have an engine? Is the front cover inviting? Does it make you want to read the book? Why or why not?*



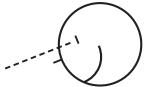
### Title page

*What sort of flying machine do you think this is? Have you ever seen one like this? Point out the name of the author.*



### **Talkthrough**

*What is a table of contents? How do you use it? What would I find on page 12? Why is some of the writing in black and some in blue?*



### **Observe and support**

Can the children demonstrate how to use a table of contents?

*Where would I look for information about flying machines with engines? Can you show me what to do?*



## Contents

Introduction 4

Flying machines without engines 6

Hang Glider 6

Glider 8

Flying machines with engines 10

Aeroplane 10

Helicopter 12

Space Shuttle 14

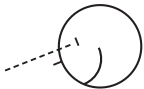
Summary 16



### **Talkthrough**

*The heading on this page says 'Introduction'. What does this mean?*

*Read the page. What information has the author included in the introduction? Why?*



### **Observe and support**

*Do the children use an understanding of letter-sound relationships to check words?*

*You read, 'They have made many different machines that can fly'. How did you know that word was 'different'? What did you look at? What did you think about?*

## Introduction

People have always wanted to fly.  
They have made many different  
machines that can fly.



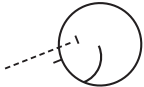


## **Talkthrough**

*A chapter heading describes what the chapter is about. What is the chapter heading here?*

*A subheading describes what a section of the chapter is about. What is the subheading?*

*How does a hang glider fly without an engine? Have you ever seen a hang glider?*



## **Observe and support**

*Do the children pause at paragraph breaks to support expressive reading?*

*Point to one of the paragraph breaks.*

*Did you notice the extra space between these two lines? This tells us that a new idea is coming. It is a good idea to pause a little before reading the next paragraph aloud.*

*Demonstrate reading the text, pausing at the paragraph breaks.*



## Flying machines without engines

### Hang Glider

A hang glider does not  
have an engine.

Warm air lifts  
the hang glider.

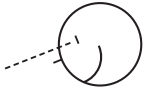
It glides through the air  
on its wings.





## **Talkthrough**

*What is this chapter heading? What is the subheading?  
How is a glider like a hang glider? How does it get up into the  
air without an engine?*



## **Observe and support**

*Can the children locate what the author says about  
gliders?  
How does a glider move through the air? Show me where it tells  
you this.*

## Flying machines without engines

### Glider

A glider does not  
have an engine.

It is pulled  
into the air  
by an aeroplane.

It glides  
through the air  
on its wings.

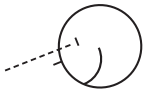
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## **Talkthrough**

*What chapter are we reading now? What is the subheading?  
What makes an aeroplane move fast?*



## **Observe and support**

*Can the children read the text fluently?  
I liked the way you read that. It was very smooth and made it  
easy for me to understand.*

## Flying machines with engines

Aeroplane

An aeroplane  
has engines.

The engines  
make the aeroplane  
move fast.

It lifts off the ground  
and moves  
through the air.

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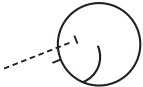




### **Talkthrough**

*What is the chapter heading here? And the subheading?*

*What does the engine of a helicopter do? What happens when the blades are turning?*



### **Observe and support**

*Can the children use a range of information on the page to understand new vocabulary?*

*What is a blade? What helped you to work that out?*

## Flying machines with engines

### Helicopter

A helicopter  
has an engine.

The engine  
turns the blades  
on top of  
the helicopter.

The helicopter lifts off  
the ground and moves  
through the air.

12



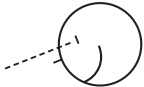
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### **Talkthrough**

*'Space Shuttle' is the subheading on this page. What is the chapter heading?*

*A space shuttle has a rocket engine. Where does the space shuttle go once it lifts off the ground?*



### **Observe and support**

*Can the children support their understanding of the text with direct evidence from the page?*

*Does a space shuttle have blades? How do you know?*















## Talkthrough

Model how to interpret the grid, ensuring the children understand how it works.

*What is a summary? How is this summary presented? What do we know about an aeroplane from looking at this summary grid? What about a helicopter?*

Summary

	engine	wings	blades
hang glider			
glider			
aeroplane			
helicopter			
space shuttle			

16



## After reading

### Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions:

*Which flying machines have engines? Which do not?*

*How does a helicopter fly?*

*What other machines fly with engines?*

*How are a glider and an aeroplane the same?*

*How are they different?*

## Being a code breaker

Explore the following language features:

- Hearing words: ask the children to listen for words with consonant blends at the beginning; for example, blades, fly, flying, glider, glides, ground, through, space.
- The layout and organisation of information presented in a grid.

## Being a text user

Refer to the text and the lists made prior to reading when discussing these questions:

*What is a table of contents?*

*How do you use a table of contents?*

*What does the table on page 16 tell you?*

*How do you read the table?*

*What kind of book is this: fact or fiction?*

*Do we need to make any changes to our lists now that we have read the book?*

## Being a text critic

*What did the author need to know to write this book?*

*What information has she chosen to include?*

*What information has she left out?*

*Would you like to have seen any other information in the book?*

## Assessment

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Can the children:

- explain the purpose of chapter headings and subheadings?
- explain the purpose of the summary table in the book?

## Responding to text



The children could work in cooperative groups to create a mock television interview. One child could take the role of the interviewer and the others could be pilots of the various flying machines. Ask the children to write questions and answers beforehand.



The children could work in cooperative groups to make a mobile of the flying machines mentioned in the book. These could have cards attached to them explaining how the machines fly.



Provide the children with some words from the text. Ask the children to study these closely and highlight or record any smaller words they can find inside. For example, shuttle – shut, hut; glider – glide, lid.

## Writing

Present some of the information in the book in a different form. Review and list the features of a diagram. Model drawing a diagram of a flying machine. Add labels and pointers. As a group, discuss a title for the diagram.



whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Flight

**Curriculum link:** Technology

**Text type:** Report

**Reading level:** 11

**Word count:** 139

**High-frequency words:** an, but, by, can, does, has, have, hey, into, its, made, make, many, most, not, of, off, on, some, that, then, to

**Vocabulary:** aeroplane, blades, engines, glider, hang glider, helicopter, machines, space shuttle, without

### Possible literacy focus

Understanding chapter headings and subheadings.  
Reading a summary table.

### Summary

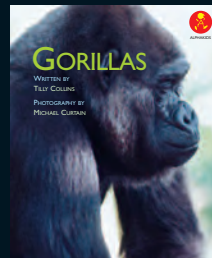
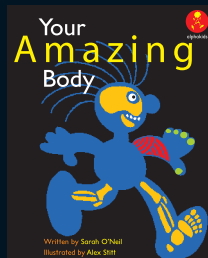
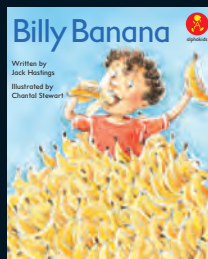
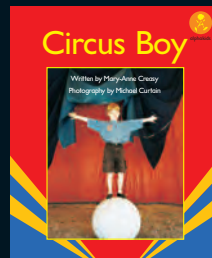
This book is a report that compares and contrasts various flying machines.

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## Other books at this level



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