

## Biff's Aeroplane

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>an, and, bed, Biff, cry, fly, good, helped, her, it, looked, made, Mum, on, park, trees, up, went</p> <p><b>Tricky words</b></p> <p>aeroplane, couldn't, everyone, find, flew, for, houses, over, she, the, to, upstairs, wanted, was</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Prediction*) Read the title and look at the picture. Ask: *What do you think the story will be about?*
- C** (*Questioning, Clarifying*) Ask: *Where is Biff playing with her aeroplane? Do you think Biff's aeroplane can fly?*
- W** Help the children to read 'aeroplane' by breaking it into syllables. ('aer-o-plane').
- C** (*Questioning, Clarifying*) Look through the book to see what happens when Biff flies her aeroplane in the park. Ask: *Where did the aeroplane go? Where did Biff look for it? Where did she find it?*
- W** As you look through the book, use some of the high frequency words as you discuss the story (see the chart above).

#### Strategy check

Remind the children that looking for words inside longer words can help them to read new words.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

**Assessment** Check that children:

- track text, matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the phonic words (see chart above)
- use comprehension skills to work out what is happening in the story.

#### Returning to the text

- C** (*Questioning, Clarifying*) Ask a variety of questions to help children recall, infer and deduce what happened in the story, such as: *Who helped Biff to make the aeroplane? Why did Biff go to the park? Was the aeroplane good at flying? How do you know? Why did Biff want to cry? What happened at the end?*
- C** (*Summarising*) Ask the children to retell the story in two or three sentences.

## Group and independent reading activities

**Objective** Show an understanding of the elements of stories such as sequence of events and openings.  
Retell narratives in the correct sequence.

**C (Clarifying)** Ask: *What happened in the story opening? What happened in the middle of the story? What happened at the end of the story?*

- Ask the children to retell the story to a partner using their own words.

**Assessment** Are most children able to recall the story from memory?

**Objective** Use language to imagine and recreate roles and experiences.

**C (Imagining)** Ask the children to imagine and describe how Biff felt when she made the aeroplane, when she flew it in the park, when she lost it, when the family had to go home without it, and when she found it on her bed at the end. Ask them: *What do you think Biff might have said in each situation?* Allow the children to take it in turns to role-play Biff in these situations, while other children play the parts of Mum, Dad, Chip and Kipper.

**Assessment** Can the children suggest what Biff might say in each situation? Do they show empathy for Biff in their role-play?

**Objective** Explore and experiment with sounds, words and texts.

**You will need** plastic/magnetic letters or letter cards to spell 'aeroplane'.

**W** Ask the children to say the letter names in the word 'aeroplane'. Muddle up the letters, and demonstrate how to make a new, shorter word, e.g. 'pen', 'pan', 'plan', 'lane', etc. Ask the children to see how many new words they can make from the letters.

**Assessment** Can the children experiment with combinations of different letters?

**Objective** Use phonic knowledge to write simple regular words.

**W** **You will need** photocopies of these sentences:

Biff made \_\_ aeroplane.

\_\_\_ helped her.

She \_\_\_\_ to the park.

The aeroplane was on the \_\_\_\_.

- Ask the children to read the sentences and write the missing words in the spaces. Children who need to can check with the story.

**Assessment** Do the children attempt to spell the words independently?

## Speaking, listening and drama activities

**Objective** Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Ask the children to talk about any models they have made and to explain how they assembled them. Did they use a kit or did they make it up themselves? What sorts of materials did they use?

## Writing activities

**Objective** Write their own names.

- Show the children how to make a paper aeroplane. Explain that folding the paper at the tip of the plane makes it stiff and helps it to fly.
- Ask the children to make a paper plane of their own and to decorate it.
- Ask each child to write this sentence, using his/her name, on a blank sentence strip: ". . . . made this aeroplane."
- Make a class display of the aeroplanes and the sentences.

**Assessment** Are the children able to write their own names?

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