

## The Flying Machine

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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>Tricky words</b></p> <p>aeroplane, auto-pilot, can't, controls, engine, gasped, have, huge, lived, love, nervous, one, passenger, pieces, people, roared, so, squashed, straight, their, two, want(ed), were, what, where, who, wondered</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*) Together, look at the cover. Ask the children: *What are Nadim and Anneena running away from?*
- C** (*Prediction*) Read the title. Ask: *Do you think the story is set in the present or the past?*
- C** (*Clarifying*) Look through the book at the pictures and talk about the settings (the plane, Biff's room, the open country). Ask: *Has anyone ever been on an aeroplane? Was it fun?*

#### Strategy check

Check that the children understand the concepts of past and present.

#### Independent reading

- W** Ask the children to read the story. Encourage them to respond to words like 'shouted', 'gasped', 'yelled', and to read with expression, praising them for their efforts.
- C** (*Questioning*) Ask the children if anyone can remember where Nadim had been on holiday.
- C** (*Summarising*) Ask: *What happened to the flying machine when Henry and Harold tried to fly it?*

**Assessment** Check that the children can discriminate syllables in their reading (e.g. home, air-port, hol-i-day, A-mer-i-ca).

#### Returning to the text

- C** (*Questioning, Clarifying*) Ask the children: *Why do you think Harold and Henry laughed when Nadim mentioned an aeroplane?*
- W** Ask the children: *What did Harold think Nadim said when he said, 'We've not seen an aeroplane like this before?' ('A hairy plane', page 13). Talk about ways in which writers can use language to make a story funny, e.g. by using assonance or alliteration, riddles, puns, or tongue-twisters.*
- C** (*Summarising*) Ask: *What did the children suggest to make the aeroplane take off?*
- C** (*Questioning*) Ask the children: *How many things can you remember that the plane crashed into?*
- C** (*Imagining*) Ask the children: *How do you think Harold and Henry felt when their plane crashed?*
- C** (*Imagining*) Ask: *What would you like to invent?*

## Group and independent reading activities

**Objective** Explore how particular words are used, including words and expressions with similar meanings.

**W** In pairs, ask the children to brainstorm sound words for the runaway plane. They need not be real words. Write their contributions on the board.

- Ask the children to use the words, and others they think of, to make up nonsense phrases or sentences about the flying machine. Put them together to make a poem, e.g.

Bump, bump, trumpety trump,

Flip, flap, flop.

Vroom, shroom, garoomity goom

Crish, crash, snap!

- Let the children read out the poem together, stressing the sounds.

**Assessment** Do the children recognise that words with the same letters usually sound alike, e.g. 'fl' in 'flip, flap, flop' or 'oo' in 'vroom, shroom'?

**Objective** Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.

- **You will need** a tray with the following items on it: a bookmark, facecloth, hairbrush, handbag, lipstick, matchbox, postcard, teaspoon.

**W** Talk about compound words, putting some examples on the board, e.g. 'airport', 'toothpick', 'postman'.

- Tell the children that your friend, like Nadim, has just come back from holiday, and has brought you some gifts. You know that all the gifts are one word made up of two but you need their help to spell them to write a thank-you letter.

**W** Hold each 'gift' up, saying what it is as you do so. Ask them to write down the word for each object.

- Write the spellings on the board and ask the children to swap papers and mark them.

**Assessment** Do the children understand what compound words are? Do they use their knowledge of vowel phonemes to write the words, e.g. 'ea' in 'teaspoon'?

**Objective** Explain their reactions to texts, commenting on important aspects.

**C (Questioning)** In a group, ask each other whether this is a funny story or a serious story and pick out words and images that support your argument, e.g. joke about hairy plane, blue paint and bucket on girl's head.

**Assessment** Do the children understand the humour of the Wright brothers and their plane?

**Objective** Know how to tackle unfamiliar words that are not completely decodable.

**W** **You will need** blank cards or small card-sized pieces of paper for the children to write on. Write the following words on the board: always, everyone, idea, heavy, learn, middle, mother, noise, please, through.

- Ask the children to write these words on their cards in their very best writing, giving them each three words to write. Collect the cards and shuffle them. Children come up in turn, pick a card and read it.

**Assessment** Are the children using graphic and phonemic strategies to decode the words?

## Speaking, listening and drama activities

**Objective** Explain ideas and processes using adventurous vocabulary and non-verbal gestures to support communication.

Each child thinks of something they would like to invent, what they would use to make it, and how it would work. Then they describe their invention to others. The children could attempt to make their invention using reclaimed materials such as cotton reels and rubber bands.

## Writing activities

**Objective** Make adventurous word and language choices appropriate to the style and purpose of the text. Use question marks.

**W** **You will need** these word cards: Who? What? Where? When?

Write the following on the board:

Nadim and Anneena

a strange-looking car

America

back in time

- Ask the children to look at pages 8–9 of the story. Give out one question card to a child. The child asks a relevant question, using the text, and chooses someone to select an answer from the board.
- Give out another question card to a different child for them to think of a 'who', 'what', 'where' or 'when' question to ask from the story.
- Each child could then write four questions about the story starting with each question word.

**Assessment** Have the children remembered to put a question mark at the end of each sentence?

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