

Biff's Aeroplane

Before reading

- Read the title and look at the first picture. Ask the children:
Where is Biff playing with her aeroplane? Do you think Biff's aeroplane can fly?
- Look through the story 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?*

During reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- Encourage the children to read unknown words by thinking of words that would make sense.

Observing Check that the children:

- start reading from left to right automatically
- use the terms about books correctly
- track the text using one-to-one correspondence
- use a variety of cues, including grammatical knowledge, to work out unknown words.

Group and independent reading activities

Text level work

Objective To use knowledge of familiar texts to re-tell to others, recounting the main points in correct sequence.

- Ask the children: *Where did Biff go to fly her aeroplane? Was her aeroplane very good at flying? How do you know? Where did it go? Where did Biff look for her aeroplane and who helped her? How did she feel when she couldn't find it? Where did she find the aeroplane in the end? How do you think the aeroplane got into Biff's bedroom? Can you show me a clue in the book which tells you that?*

Observing

Do the children sympathise with Biff and understand her changing feelings in the story?

Sentence level work

Objective

To expect written text to make sense and to check for sense if it does not .

You will need to write the following jumbled sentences on the board:

Biff wanted fly to it.

went She to the park.

It over the trees went.

the aeroplane looked for Biff.

- Ask the children to put the words in the correct sequence to make the sentences make sense.

Observing

Do the children re-read the sentence to check for sense?

Word level work

Objective

To recognise the critical features of words, e.g. shape, length.

You will need tracing paper and copies of the storybook.

- Ask the children to put the tracing paper over the sentence on page 1-① and draw the outline of the words.
- Ask them to remove the tracing paper and write the words in the shapes.

Observing

Do the children draw around the letter shapes accurately?

Speaking and listening activities

Objectives

Focus on the main point; include relevant detail; sustain concentration; remember specific points that interest them.

- 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

Objectives To use a capital letter for the start of own name; to experiment with writing in a variety of exploratory situations.

You will need paper to make paper aeroplanes and blank sentence strips.

- 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 an aeroplane".
- Make a class display of the aeroplanes and the sentences.

Cross-curricular link

◀▶ Creative development: make constructions