



# Flying High

BY GINA NUTTALL

### About this book

Kat and Jet decide to have a race. Kat flies a dragonfly and Jet uses the micro-copter.

**Reading Level:** H (Fiction)

**Word Count:** 192



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
were, they, their, wanted, took, had, saw, could, out	<ul style="list-style-type: none"><li>demonstrating control of a large bank of high-frequency words</li><li>rereading to confirm</li><li>adjusting rate</li><li>using illustrations, context, and prior experience to make meaning and solve new words</li><li>beginning to read familiar texts silently</li></ul>	<ul style="list-style-type: none"><li>predicting</li><li>monitoring comprehension</li><li>making connections</li><li>retelling</li><li>evaluating</li></ul>



### Before reading

- Discuss with the students what they already know about Kat and Jet. What are the characters like?
- Look at the cover. Have the students talk about what they observe and ask them to predict what will happen in this story. What evidence are they using?



### During reading

- Read pages 2 to 5 aloud to the students, deliberately making one or two errors in your reading. Model noting the error, rereading, and self-correcting. Then continue reading fluently.
- Remind students that all readers make errors when they read. But when we self-monitor our reading and we notice something doesn't make sense or doesn't look right, we should go back and fix our

### Assessment Note

Do the students:

- make connections to previously read texts?
- respond with relevant predictions and ideas backed by evidence?



## Flight – Guided/Group Reading Notes

errors. Tell the students that they are to mark with a sticky note any places in the text where they self-correct while reading.

- Ask the students to suggest solutions to Kat's problem.
- Direct the students to read the entire book independently. Support the solving of new words when necessary. Try to listen to each student read one section of the story.



### After reading

- Ask the students to think about their predictions. Why did some good predictions not happen in the story? (**predicting**)
- Review the elements of a narrative with the students. Complete a narrative graphic organizer (story map) together, then ask the students to retell the story. (**retelling**)
- Ask the students how Kat felt when she was on the dragonfly's back. (**inferring**)
- Assign the roles of Kat and Jet to two students. Read the story aloud while the whole group follows along and the assigned students read the dialogue at the appropriate time. (**fluent reading, recognizing print conventions**)
- Ask students why they think the author included page 16 in this book. Does this page represent fiction or non-fiction? (**author's craft, features of non-fiction**)

### Additional activities

- **Word Study:** Turn to page 16 and ask the students to find two words that contain the sound /or/. Record the words *four* and *forward*. Ask the students what spelling patterns have been used to represent the sound /or/ in these words. Create a three-column chart with the headings *OR*, *OUR*, and a blank column. Have students brainstorm words containing the /or/ sound. Have them articulate and identify the letters surrounding the /or/ as you write the word in the correct column. When a student offers a word such as *core* and *more*, add the *ORE* heading to the third column. Support the students as they read the words on the chart.
- Have the students imagine they can ride on the back of an insect. What insect would they choose? Ask the students to write about their ride on the back of an insect. Encourage them to illustrate their story.
- Have students:
  - make an adult dragonfly using modelling clay or other art materials.
  - research the life cycle of a dragonfly and make a labelled drawing of the stages.

#### Assessment Note

Do the students:

- use a range of strategies to solve new words?
- self-monitor and self-correct?
- read at an appropriate rate?

#### Assessment Note

Do the students:

- identify the elements of a narrative and explain the main events of the story in clear sequence?
- infer using background knowledge and text clues?
- read dialogue in an expressive, phrased, and fluent manner?

#### Assessment Note

Do the students:

- recognize and use various spelling patterns for the /or/ phoneme?
- write an organized story?
- accurately portray the dragonfly's life cycle?



# Flight – Guided/Group Reading Notes

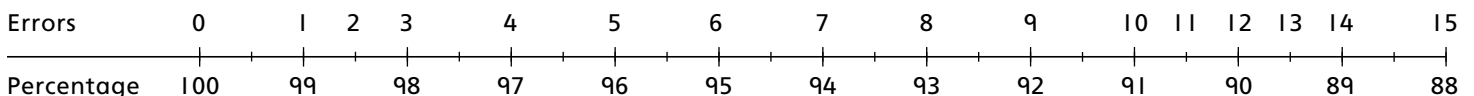
## Flying High

Level H (Fiction)  
Running Words: 125

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Page		Errors	S.C.	Errors MSV	S.C. MSV
3	Kat and Jet were outside. They pushed the buttons on their watches . . .				
4	Jet wanted to fly. He took Max's micro-copter. He put the straps on.				
5	"I wish we had two micro-copters," said Kat.				
6	Just then they saw a dark shadow. They looked up and saw a big insect.				
7	It landed nearby. "Look!" said Kat. "It is a dragonfly." Kat had an idea. Look!				
8	She got on the dragonfly's back. "We could have a race," she said. "Race you across the pond!"				
9	"Cool!" said Jet. "Let's go!" Off he flew in the micro-copter. Then Kat and the dragonfly took off.				
10	Kat and Jet raced out above the pond.				
11	Jet zoomed up and down in the micro-copter. Kat zig-zagged on the dragonfly. She was in the lead.				
Percent Accuracy: _____ S.C. Ratio: 1: _____		Total			





## In a Spin

BY ANDREA SMITH

### About this book

When Max and Leo make themselves small, a bird takes Leo away. A seed saves him!

**Reading Level:** H (Fiction)

**Word Count:** 211



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
were, all, something, was, what, asked, their, called	<ul style="list-style-type: none"> <li>demonstrating control of a large bank of high-frequency words</li> <li>rereading to confirm</li> <li>using illustrations, context, and prior experience to make meaning and solve new words</li> <li>beginning to read familiar texts silently</li> </ul>	<ul style="list-style-type: none"> <li>predicting</li> <li>monitoring comprehension</li> <li>retelling</li> <li>inferring</li> </ul>



### Before reading

- Display the cover and ask the students to talk about what they see. What is Leo holding?
- If possible, look at real maple keys and have the students discuss the shape of the key. Point out the section that contains the maple seed. Why does the seed have a “wing?” Let students try dropping the keys to see what happens.
- Read the title and ask the students to predict what might happen in this story.

### Assessment Note

Do the students respond with relevant predictions and ideas?



### During reading

- Explore pages 2 and 3. Why did the author include page 3? How do the pictures and labels work?
- Then read pages 4 and 5 aloud, deliberately making one or two errors. Model how you identify an error, reread, and self-correct.



## Flight – Guided/Group Reading Notes

- Ask the students to answer Max's question (page 5) by referring back to page 3.
- Have the students quietly read the entire book. Ask them to mark at least one place where they notice an error and self-correct.
- While students read, support the solving of new words when necessary. Ask each student to quietly read one page to you.



### After reading

- Ask the students what they thought of the story. (**personal response, evaluating**)
- Ask the students to think about their earlier predictions and discuss how these predictions helped them to understand the story. (**predicting, metacognition**)
- Review the elements of a narrative with the students (characters, setting, problem, events, solution). Complete a narrative graphic organizer (story map) together, then have the students use it to retell the story. (**retelling**)
- Ask the students:
  - Why did the bird pick Leo up in its beak? (**inferring, drawing conclusions**)
  - How did Max feel when he saw Leo falling to the ground? (**deducing, inferring**)
- Have the students reread page 16 and answer the question. (**predicting**)

### Additional activities

- **Word study:** Model deleting the first sound of a word to create a new word (e.g., say *fall*, then say *all*). Have the students try this, using examples such as: *box/ox, farm/arm, boat/oat, meat/eat, tape/ape*. Move on to examples that involve deleting the first sound in a blend (e.g., *spin/pin, brake/rake, flake/lake, flap/lap, black/lack, blog/log*). Then have them try deleting the second sound in a blend (e.g., *spin/sin, brake/bake, flake/fake, black/back, blog/bog*). Encourage the students to think of more ways to create new words by deleting sounds from existing words.
- Have the students imagine what Max and Leo might say on page 15 and write a speech bubble for each character.
- Have one student pretend to be Leo. Invite the other students to interview him about what happened in the book.
- Ask students to research why plants have seeds, then write a report or present information orally.
- Have students collect various types of seeds and use them to create a collage.

#### Assessment Note

Do the students:

- use prior knowledge and text information to answer Max's question?
- read silently?
- track the text with their eyes alone?

#### Assessment Note

Do the students:

- identify the elements of a narrative and explain the main events of the story in a clear sequence?
- make inferences using text clues and background knowledge?

#### Assessment Note

Do the students:

- create new words by deleting sounds from existing words?
- write dialogue that builds upon the text?
- use a range of skills to write their ideas?



# Making Things That Fly

BY STEPH HUGHES

## About this book

This book describes how to make a paper plane, a roto-copter, and a micro-copter.

**Reading Level:** H (Non-Fiction)

**Word Count:** 315 (includes headings and labels)



High-Frequency Words	Reading Skills and Techniques	Related Comprehension Strategies
things, how, some, that, there, make	<ul style="list-style-type: none"> <li>demonstrating control of a large bank of high-frequency words</li> <li>rereading to confirm</li> <li>applying understanding of punctuation to reading</li> <li>using illustrations, context, and prior experience to make meaning and solve new words</li> <li>attempting unknown words using word chunks</li> </ul>	<ul style="list-style-type: none"> <li>predicting</li> <li>monitoring comprehension</li> <li>making connections</li> <li>retelling</li> <li>determining important information</li> </ul>



## Before reading

- Have the students brainstorm things that fly. Sort their ideas into categories (e.g., living things / things made by people).
- Turn to page 11. Discuss the various objects with the students. What is the purpose of this page in the text?
- Look at the front cover and read the synopsis on the back cover. Have the students predict what kind of information might be included in the book.
- Discuss what kind of text tells us “how to” do something. What other procedures have they seen or read?

## Assessment Note

Do the students:

- understand the purpose of the illustrated list on page 11?
- make connections to other procedural texts?



## During reading

- Look through the first few pages of the text. What do the students notice about how it is set up? Ensure they take note of the labelled pictures and the short, numbered instructions.





## Flight – Guided/Group Reading Notes

- Have the students read pages 2 and 3. Compare the text with the list of flying things created by the students before reading.
- Next, read pages 4 to 7 aloud. As you read, pause to explore how this procedure is laid out.
- Distribute a sheet of paper to each student.
- Reread the text and have the students follow the folding directions as you read. Ask them to explain how the illustrations help them understand.
- Direct the students to read the entire book independently.
- Support the solving of new words when necessary, encouraging students to look for word chunks. Ask each student to quietly read one page to you.



### After reading

- Explore the features of a procedural text and refer students to a class anchor chart that indicates key elements of a procedure. (**understanding text forms**)
- Ask the students to talk about what makes this a non-fiction text rather than fiction. Why do people read non-fiction? (**identifying features and purposes of non-fiction text**)
- Ask the students:
  - What things are needed to make a roto-copter? (**recall, finding information in non-fiction text**)
  - What are paperclips used for when making a roto-copter? (**recall**)
  - What does a roto-copter do? (**recall**)

### Additional activities

- **Word Study:** Record the following words on an interactive whiteboard or overhead: *need, sheet, meet, read, story*. Have the students read the words with you and identify the phoneme they have in common (/ee/). Ask them to identify the letters that make the /ee/ sound and sort the words by spelling pattern. Encourage them to generate other words with the /ee/ sound to add to the lists.
- Have the students:
  - imagine they are travelling in a micro-copter. Where would they go? What would they see? Ask them to write a few sentences and illustrate their ideas.
  - use their own ideas, a dictionary, or a thesaurus to collect words that can be used to describe flight (e.g., *soar, glide, zoom*).
  - use craft materials to design a flying machine and tell others about it.
  - write a procedure telling how to complete a familiar task (e.g., open a juice box). Have a friend try to follow the directions.

#### Assessment Note

Are the students:

- following the directions by listening, using the pictures, or both?
- using chunks to solve new words?
- reading high-frequency words fluently?

#### Assessment Note

Do the students identify:

- features of procedural text?
- some features of non-fiction text?
- some purposes for reading non-fiction?

Do the students answer questions by locating information in the text?

#### Assessment Note

Do the students:

- recognize and use various spelling patterns for the /ee/ phoneme?
- use descriptive language in their writing?
- write procedural texts that are organized and logical?