

## Fluent Lesson Plan

### Learning to Fly

Fluent Level 13

#### Lesson rationale

The students will

- Make connections between their existing knowledge and ideas explored in text
- Use their existing knowledge to understand text



#### Before the lesson

Read the story and the lesson plan through. Prepare the resources and materials you will need for the lesson and the follow-up activity.

#### Reading and thinking

Introduce to the students, the comprehension strategy they will be focusing on today.

Present the cover of the story to the students, read the title and gather some initial thoughts on what the students think this story may be about.

Ask the students, *What do you know already about flying? Let's list some of the things we know that can fly? Why do you think this story is called 'Learning to Fly'?*

Praise the students for their responses and tell them how it will help them to read and know about this story.

Begin reading the story on pages two and three. Discuss the illustration featuring the kite.

Read pages four and five. Ask the students, *Why does the mother say that the baby birds will not need string? What does she mean?*

Read page six through to the end of page eight.

Again discuss the illustration and the talk the baby birds have with their mother.

Continue to read the story, discussing the same ideas for the aeroplane and the helicopter. Encourage the students to use what they know to help them read and understand what is happening in the story.

Read page 15 together. At the end of the reading ask the students, *What do you notice about this illustration? How is it the same as the other pages? How is it different? What do you think will happen next?*

Finish reading the story on page 16.

**More thinking**

Prior to and during the reading of this text there has been a lot of discussion on flying. This follow-up activity asks the students to continue thinking about and drawing on their own existing knowledge of flight. It also provides opportunities to develop their understanding by drawing information from the text, too.

Ask the students to record all that they know about flying on an organizer (FUS1, 2, 3, 5, and 7). There are many organizers that may be useful for this task. Choose one that the students can use themselves or model the use of a new format that is unfamiliar to them.