**Flying Through Time**

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| Level | L |
| Content Area | Science |
| Reading Focus | Students will learn to use the comprehension strategies of Asking Questions and Determining Important Ideas as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | air, drawing, fuel, idea, invention, machine, wind, money, ocean, steam engine, travel, war, wheel |

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| **Topic Talk** | * Have students think, pair, share a time when they or someone they know made a paper plane. Ask: “Did it fly far? Why or why not?” * Ask: “Think back to the last time you saw a bird flying – what questions do you have about the way they fly?” * Read the title and the back cover blurb aloud. Have students look closely at the cover of the book. * Have students think, pair, share about what they know about how things fly. * Have students make a prediction about what the book might be about. |
| **Contents** | * Open to the contents page and read the titles of the chapters aloud. * Remind students that contents pages are helpful for finding your way through the book, and they often summarise the important ideas of each chapter. * Have students think, pair, share, and predict what the important ideas of each chapter might be. * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter 1 title and pages 2 and 3 aloud. * Have students think, pair, share about why they think myths were written about flying. * Read page 4 and ask students to think, pair, share their answers to the ant questions. * Read pages 5 and 6 together. * Have students look closely at the story of Armen Firman. Explain that the story is interesting, but not necessarily the important idea. Ask students: “What idea is the author using the story to tell readers?” * Read pages 7 and 8 together. * Ask students to practise finding the important ideas behind the stories, just as they did before. Have them think, pair, share about what important idea the author is using these stories to tell readers. Discuss their answers as a group. * Ask students: “What new questions have you thought of while you’ve been reading?” Have some students share their questions with the group. * Read the chapter 2 title and pages 9 and 10 aloud. (Pause at the ant questions.) * Model how to ask a question, and infer the answer from clues in the text. “I’m a bit confused after reading page 10, so I’m going to think of a question: Why did a sheep, a duck and a chicken ride in the basket? To try and find the answer, I’m going to look closely at the text. In the second part, it says that ’within a few years … balloons could carry passengers,’ so from that clue, I’m thinking that maybe they didn’t think it was strong enough to carry people at the beginning.” * Have students think, pair, share their answers to the ant questions. * Set a purpose for reading from chapter 3 to the end of the book:   + Try to ask questions about what you are reading as you go.   + Try to find the important idea in parts of the text as you read, and look for which parts are supporting details of the idea.   + Pause at the ant questions to answer them, and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalise learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Ask: “What was something that surprised you about this book, and why?” Have some students share their ideas with the group. 2. Invite students to share any questions they had that were not answered in the text. Discuss them, and explain how questions are used at the start of research. 3. Brainstorm together how and where students could research the questions that haven’t been answered. 4. Discuss how looking behind the stories to find the important ideas helped to better understand what the author was trying to say. | |
| **Writing Prompts** | *Fiction* | Imagine that you live in Italy in 1647, when Burattini built his dragon glider. You’ve been offered a flight in the glider, and you say yes! Describe your flight. |
| *Informational* | Gliders and hot air balloons are different ways of flying. Write an article comparing these two ways to fly. |
| *Letter writing* | Write a letter to one of the people you read about, before they tested their flying machine. Tell them what you think of their plan – you can encourage them if you want, or maybe try to talk them out of it! |
| *Opinion* | It can be dangerous inventing new machines, and learning how to use them. Write an article about one of the inventors or aviators in this book. Say if you think they were brave, or foolish? Did they help people, or did they waste their time? |
| *Research* | Leonardo da Vinci didn’t just draw pictures of flying machines – he invented many things, and was a famous artist too. Find out about him, and write an essay about his life, and his most important ideas. |