

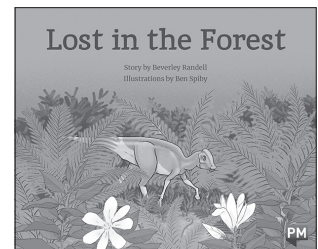
# Lost in the Forest

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 294



## Preparing for Guided Reading

### Prior Knowledge

- Read some other PM dinosaurs books: *Brave Triceratops* (PM Level 12) and *Pterosaur's Long Flight* (PM Level 15).
- Talk about the landscape of the Cretaceous period, and how flowering plants had now appeared.

### Orientation to the Text

- This story is about duck-billed dinosaurs, or hadrosaurs. Small Duck-bill is a kind of hadrosaur called a *Parasaurolophus*. They had very long and bony head crests. The male crest could be two metres long and was used for magnifying sound. Duck-bills were plant eaters and roamed in huge herds. In this story, Small Duck-bill gets lost in the forest and has to make it back to the safety of a herd.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*ago, enormous, herd, herself, lake, middle, other, shake, smell, something, Sometimes*

#### Content Words

*anywhere, else, ferns, hooted, shook, tallest, thump, Tyrannosaurus rex*

### Decoding

- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

## Focusing on the Book – Guided Reading

- Support students as they read the text. Discuss these phrases: *a herd of duck-billed dinosaurs; feeding on leaves; nibbled at the flowers*. Compare the duck-bills' behaviour with that of a herd of cows.
- Hadrosaurs had a strong sense of smell, and scientists think that their bony nasal crests also enabled the males to hoot. Discuss these phrases on page 4: *to smell the air and then he hooted*. Help students to imagine how the ground began to shake on page 5.
- Read to page 6. Talk with students about how Small Duck-bill hid under the ferns. Scientists think that hadrosaurs were forest animals.
- Read to page 15. Discuss why Small Duck-bill needs to be with the rest of the herd and note that Small Duck-bill could smell fresh water and the herd.
- Revise the 'gr' blend in words from the text, e.g. *ground, great*. Ask students to add other words to this list.
- Note that a singular verb is used with a collective noun, e.g. *a **herd** of duck-billed dinosaurs **was** out walking in the forest*.

## Comprehension

- What did Small Duck-bill like to eat? (*Literal*)
- Why did Small Duck-bill want a drink? (*Inferential*)
- Why did Small Duck-bill run into the middle of the herd? (*Inferential*)

## Follow-up Activities

- Assist students to research the diet of a *Tyrannosaurus rex*. Relate this information to the story.
- Investigate in which periods of time particular dinosaurs lived. Encourage students to draw some of the most well-known dinosaurs and place these pictures on a timeline.

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## Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

• \_\_\_\_\_

## Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up