

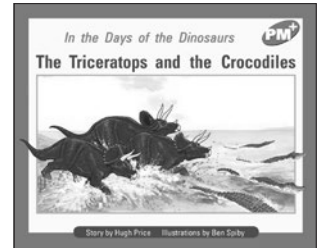
# The Triceratops and the Crocodiles

PM Level 16

Orange

**Text Type** Narrative

**Running Words** 308



## Preparing for Guided Reading

### Orientation to the text

- Re-read *Brave Triceratops*. Notice the three horns on each triceratops. Talk about how these can inflict serious damage to an adversary.

### Prior knowledge

- This is another narrative about dinosaurs from the Cretaceous period. The context builds upon the fact that triceratops were plant eaters. In this story, they are forced to migrate when drought reduces their food supply.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*each, enormous, horns, middle*

#### Content Words

*herd, quickly, shake, side, together, tossed, triceratops, waiting, wide, year*

### Decoding

- Encourage automatic recognition of high-frequency words.
- 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 story – guided reading

- Read the title together. Using string, measure the length of a triceratops (about 9 m), a baby triceratops (about 2 m) and a crocodile (about 6 m).
- Observe the lush green forest. Discuss the meaning of *enormous*.
- Notice how the forest is changing. Recall that triceratops are plant eaters and must find food or they will die.
- Direct students' attention to how the adults protect the young triceratops. Explain that although the river is wide, it is shallow enough

for the adult triceratops to wade across, but the small ones will have to swim. The children need to understand that this makes the baby triceratops vulnerable.

- Study the illustrations on pp. 8–11. Observe that the leaders charge first while the other triceratops follow in a formation. Search the text for vocabulary that describes the triceratops' actions, e.g. *Their heavy legs made enormous splashes*.
- Discuss the dramatic illustrations on pp. 12–16. Talk about why a crocodile is no match for a triceratops!
- Discuss the digraph *th* in *then, there, they, their, these*.
- Observe digraphs in the final positions, e.g. *catch, splash*.
- Revise the *ly* ending, and explain to students that words with this ending often tell the reader 'how' an action is performed, e.g. *quickly, slowly*.
- Talk about the different ways plurals can be made, e.g. *dinosaur, dinosaurs; baby, babies; leaf, leaves*.

### Comprehension

- What did triceratops eat? (*Literal*)
- Why did the crocodiles slide out of the way? (*Inferential*)
- How did the big triceratops save the baby? (*Inferential*)

### Follow-up activities

- Write the following three questions on the whiteboard:
  - *Why did the Triceratops move away from the forest?*
  - *What happened along the way?*
  - *How does the story end?*
- Make folding booklets and have students use these to record and illustrate their responses to the questions. The booklets can be read aloud and displayed for others to read.
- Make masks and act out the story.
- Begin a scrapbook about dinosaurs. Provide students with copies of other PM books about dinosaurs, e.g. *Lost in the Forest*. The scrapbook can be added to at other times.
- Challenge students to find interesting or unusual facts about dinosaurs and crocodiles. Glue these to a 'Did you know?' chart.

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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