

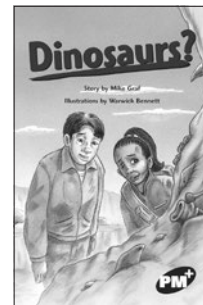
# Dinosaurs?

PM Level 29

Sapphire

**Text Type** Narrative

**Running Words** 2449



## Preparing for Guided Reading

### Orientation to the Text

- Ben and Jodie are exploring a canyon, and narrowly escape being swept away in a flash flood. The next day, they return to the canyon to retrieve Jodie's school backpack, and discover some fossilised bones. These give Jodie an idea for her science project and on returning to the site, they meet some paleontologists who are very interested in their discovery.

### Prior Knowledge

- Ask students to share what they know about dinosaurs and paleontology.
- Explain that fossils are usually found in sedimentary rock, i.e. rock that has been layered over thousands of years; usually a soft rock such as limestone, sandstone and shale.

## Building the Balanced Reader

### Grammatical Conventions

- Draw students' attention to words used to indicate a degree of certainty, e.g. *I think*, *definitely*. Do the comments make the speaker sound sure or unsure?
- Search the text for interesting words used instead of 'said', e.g. *proclaimed*, *concluded*.
- Discuss the meaning of *ambiguous*. Jodie's comment – "This is the last time I go exploring with you" – could be interpreted two ways. Either 'This is the last time I let you talk me into this' or 'This is the last time I invite you along'. Which do you think it is? Why?

### Vocabulary

#### Key Vocabulary

*announced, canyon, clambered, concluded, drenching, etching, examining, excavated, femur, fossilised, frantically, furiously, investigate, paleontological, paleontologists, prehistoric, proclaimed, raging, terrain, unbelievable, vertebrae*

### Spelling

- Make a list of words that end with *-ist*. Note that they are often associated with people's occupations, e.g. *paleontologist, scientist, dentist, artist, florist*

### Visual Literacy

- Discuss the information Ben included in his etching at the canyon. Why did he include the date? Would you have included anything else?

### Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 12 after setting the focus questions: *Why didn't Jodie get into trouble when she didn't submit her homework? What is a spool?*
- Encourage students to devise alternative, plausible 'homework' excuses for Jodie.
- Re-read p. 12 and speculate whether Jodie and Ben are interested in fossils as a hobby.
- Ask students to read to the end of p. 23 after setting the focus questions:  
*Are Ben and Jodie working as a team or is there a leader and a follower? Explain.*  
*What would be a logical solution for Ben and Jodie's science project?*
- Share students' responses to the focus questions, then discuss the following: *Who is the dominant character – Ben or Jodie? Why do you think so? Was Ben in any real danger?*
- Ask the students how they would judge the behaviour of Jodie and Ben. *Are they trustworthy? Are they sneaky? What evidence does the text provide?*
- Share students' responses to the focus questions, then discuss the following:  
*How well prepared are Ben and Jodie for excavating a site?*  
*How well prepared is Jodie for working on her science project? Explain.*

### Comprehension

- Why did students go down to the canyon? (*Literal*)
- Why is it best to go on a dig right after it rains? (*Inferential*)
- What are the steps in presenting an impressive homework project? (*Applied Knowledge*)

### Follow-up Activities

- Have students search the text for technical terms about palaeontology. Create a word list that students can refer to.

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## Learning Intentions

- We are learning to understand a range of concepts that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

• \_\_\_\_\_

## Success Criteria

- I can identify and discuss concepts that occur in the text.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

• \_\_\_\_\_

## Guided Reading Notes

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