

Dinosaur Day at School

PM Levels 5/6

Red

Text Type Recount

Running Words 89



Preparing for Guided Reading

Orientation to the Text

- Explain that a recount tells a series of events that have happened.
- Study the contents page. Explain the meaning of the word *contents*. Find the chapter headings in the book. Inform students that each chapter is an event.

Prior Knowledge

- This recount is the first book in the series about Cam and his family. Cam's class has been learning about dinosaurs, and parents have been invited to come and see the class's dinosaur display. Cam's dad is one of the parents who go to the school.

Building the Balanced Reader

Concepts About Print

- Introduce the structure of a sentence.
- Revise capital letters and full stops.
- Understand the concept of first and last words.

Vocabulary

Key High-frequency Words

after, came, day, liked, some, they, today

Content Words

blue, classroom, dinosaurs, paintings, school

Decoding

- Model decoding skills that teach students how to use their developing knowledge of letter-sound relationships to predict or decode consonant-vowel-consonant words, e.g. *d-a-d*, *b-i-g*, *r-a-n*.
- Ensure the correct letter sounds for *b* and *d* are firmly established. Read the words: *dad*, *dinosaur*, *big*, *book*, *day*.
- Find the words *classroom* and *blue* in the book. Use the books *cl* and *bl* in the **PM Alphabet Blends** series to identify other words beginning with the same sounds.
- Talk about the plural form of these words: *mums*, *dads*, *dinosaurs*, *paintings*.
- Discuss these compound words: *today*, *classroom*.

Fluency and Phrasing

- Explain why pausing at line breaks can drive meaning.

- Reinforce the structure of a recount. Find the time and sequence word *today* that indicates *when* the 'dinosaur day' took place. Locate words within sentences that tell *who* went to the event and *where* the event was held.

Focusing on the Book – Guided Reading

- Discuss each chapter. Study the photographs and ask questions beginning with *who*, *where*, *when* and *what*. Encourage students to use past-tense verbs in their responses. Emphasise the order of events in a recount.
- Explain the purpose of the glossary on page 16. Find the glossary words within the book. Notice that they are presented in bold font.
- Invite students to retell the events in the sequence in which they happened.
- Locate words in the book to describe the dinosaurs: *blue*, *big*. Discuss other words that can be used to describe dinosaurs, e.g. *huge*, *enormous*, *scary*, *frightening*.
- Talk about these words: *run*, *ran*; *sing*, *sang*. Discuss the irregularly formed past tenses.
- Notice high-frequency words that begin with visually different upper- and lower-case letters, e.g. *My*, *my*; *Dad*, *dad*.
- Revisit the purpose of full stops. Locate full stops at the end of sentences.

Comprehension

- Why did the mums and dads go to school? (*Literal*)
- What did Cam and Dad do after they had looked at the dinosaur garden? (*Literal*)
- Where were the dinosaur paintings? (*Inferential*)
- What did the children in Cam's class do before the mums and dads went home? (*Inferential*)
- Why did the mums and dads like dinosaur day? (*Inferential*)

Follow-up Activities

- Complete the words for the song: *Six little dinosaurs went out one day, Over the hills and far away ...* As further verses are written, ask for students' assistance to write the repeated words.

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to make connections with the text.

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Success Criteria

- I break word up by using my knowledge of letters, sounds and spelling patterns to help me to read unknown words.
- I can make and discuss connections between the text and my own life.

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Guided Reading Notes

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