

Making a dinosaur

PM Level 1

Magenta

Text Type Procedure

Running Words 32



Preparing for Guided Reading

Orientation to the Text

- Show students a completed card made according to the instructions in the book. Allow students to study the card and the way it has been put together. Write the parts of the dinosaur on the sample card with arrows pointing to specific parts. This will assist students with decoding the interest words.

Prior Knowledge

- This book describes how to make a 'pop-out' card featuring a dinosaur. Cutting and drawing skills are practised and each step of the procedure is described in simple terms.

Key Language Structures

- This is an early procedural text.

Building the Balanced Reader

Concepts About Print

- Help students to understand that a procedure is completed in sequenced stages.
- Develop oral language skills by having students express the procedure verbally.
- Discuss the use of labels as an aid to decoding interest words.

Vocabulary

Key High-frequency Words

Look, at, the

Content Words

Look, head, spikes, tail, legs, eye, mouth, dinosaur

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *Look* and *at*.
- Use initial sound and picture clues to help decode content words.

Fluency and Phrasing

- Locate familiar repetitive text to help develop smooth reading.
- Point to each word at a steady rate without long pauses.

Focusing on the Book – Guided Reading

- **Cover** Read the title with students. Talk about the word *Making*, relating it to the actions shown in the vignettes. Ask students to predict how the dinosaur card might be made. Read the title page and talk about the labels linked to the vignette.
- **Pages 2–3** Read the text with students. Study the shape of the dinosaur. Ask students to rename the parts that were labelled on the title page.
- **Pages 4–11** Have students read the text. Assist them to decode the last word in each sentence by relating it to the part of the dinosaur which is being cut out.
- **Pages 12–15** Show students how the eye and the mouth are drawn.
- **Page 16** Note the text change. Talk about the way the card has been folded to achieve the 'pop-out' effect.

Comprehension

- What are the ridges on the dinosaur's back called? (*Literal*)
- Which part of the dinosaur does the girl make first? (*Inferential*)
- Why do you think the girl is making a dinosaur? (*Inferential*)

Follow-up Activities

- Re-read the text with students. Discuss each stage of the procedure. Make a class chart with drawings of the dinosaur's body parts. Add matching labels for students' reference. Provide each student with the necessary materials to make the card.
- Use the dinosaur model as a base for making similar cards.

Making a dinosaur

Date _____

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Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.

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Guided Reading Notes

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