

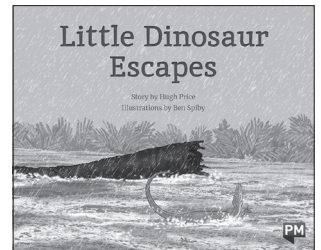
Little Dinosaur Escapes

PM Level 17

Turquoise

Text Type Narrative

Running Words 395



Preparing for Guided Reading

Prior Knowledge

- Re-read some other PM dinosaurs books, such as *A Lucky Day for Little Dinosaur* (PM Level 8) and *The Dinosaur Chase* (PM Level 15).

Orientation to the Text

- In this book, Little Dinosaur (who always has to escape from Big Dinosaur) has his most terrifying adventure yet. Although this story is fiction, Little Dinosaur is modelled on *Compsognathus* and Big Dinosaur on *Megalosaurus*. Both belong to the Jurassic period, before the evolution of flowering plants.

Building the Balanced Reader

Vocabulary

Key Vocabulary

carried, crawled, hear, log, noise, roll, washed

Content Words

beetles, dragonflies, favourite, flash, free, hunting, lightning, slipped, sprang, spring, thunder, warm

Decoding

- Apply knowledge of prefixes and suffixes to assist students in decoding unfamiliar words.
- 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; and attending to print details.

Focusing on the Book – Guided Reading

- Ask students to define the word *Escapes*. What do they think Little Dinosaur is escaping from?
- Have students read pages 2–5 to themselves. Discuss the concept of a 'dry' river bed.
- Talk about clouds, lightning, thunder and rain, and how they are connected.
- Discuss the power of a flash flood.
- Little Dinosaur escapes from three things. What are they? Re-read the story to find out.

- Identify how one event causes the next. Ask students some 'why' questions, e.g. *Why did the log roll? Why was Little Dinosaur trapped? Why did the dry river bed fill with water?*
- Discuss the cause and effect events that shape this story.
- Locate and discuss past-tense verbs in the text, e.g. *sat, sprang*.
- Discuss the combination of verbs and prepositions in the text, e.g. *rolling over; lay down; carried away; sitting on*.

Comprehension

- What was Little Dinosaur's favourite food? (*Literal*)
- Why was Little Dinosaur rolling over and over in the water? (*Inferential*)
- Why did Big Dinosaur think he could catch Little Dinosaur? (*Inferential*)

Follow-up Activities

- Discuss how people can stay safe in a flood. Ask students to make a list of rules for staying safe in and around flooded areas.
- Ask students to recall times when they have been caught in a storm. Together, make a list of descriptive words about the storm, including what students could see, hear and feel.

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Learning Intentions

- We are learning to identify causes and effects.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can explain why events in the book happened and what effect they had.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

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