

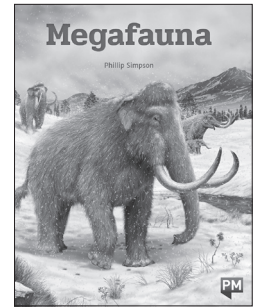
Megafauna

PM Level 22

Gold

Text Type Information Report

Running Words 758



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there were animals that roamed Earth prior to humans, many of which are now extinct. They should also have a basic understanding that the world has changed over time.
- Revise how to use the table of contents, glossary and index with students before reading the book, to help them navigate the information.

Orientation to the Text

- Most people know a lot about dinosaurs, but the characteristics of megafauna are less well understood. Find out about extinct megafauna, such as terror birds and giant wombats, and how these compare with the megafauna of today, such as elephants and rhinoceroses.

Building the Balanced Reader

Vocabulary

Key Vocabulary

area, clutch, Despite, easily, gigantic, magnificent, meant, nestle, probably, proves, solid

Content Words

armadillo, arrows, Australia, climate, continent, Europe, extinct, fossils, humans, kilograms, layer, mammoth, megafauna, North America, palaeontologists, predators, prehistoric, prey, protect, rhinoceros, scales, scientists, spears, study, terror, tonne, vegetation, weigh, woolly

Decoding

- Talk about the base of the word *prehistoric* and how the word *history* combines with the prefix *pre-* to make the meaning of the word.
- Encourage students to read right to the end of a word to build accuracy when they are relying on initial letter cues or skipping over the endings.
- Look at the word *palaeontologists* together and break it down into syllables. Ask, *What other words ending in 'ologist' do you know?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do the animals on the front cover remind you of? What do you think the book might be about?*
- Read to page 5 together, discussing the information as you go along. Ask, *Where did the picture of megafauna on pages 4–5 come from?*

- Continue to page 6. Ask, *What do scientists believe caused the megafauna to grow so big? What was the effect of meat-eating megafauna being smaller than the plant-eaters?*
- Stop at the diagram on page 6 with students. Ask, *What is this diagram showing us?* Compare the size of the animals and talk about whether each animal is taller or shorter than an adult human.
- Look at the diagram comparing the giant wombat and today's wombat on page 12. Ask, *What information in the diagram is also written above on the page? What extra information does the diagram give you?*
- Read the chapter about woolly mammoths on pages 16–18 together. Ask, *What caused woolly mammoths to need protection from the cold? What effect did having a thick layer of fat have?*
- Continue to page 20. Ask, *What are the two causes scientists believe may have led to megafauna becoming extinct? What effect did the end of the Ice Age have on megafauna?*
- Read to the end of the book with students. Point out the images on page 22 and ask, *How are the two pictures connected? What does it help us understand about what we have learned about megafauna?*

Comprehension

- What did cave bears eat? (*Literal*)
- Why aren't there any photos of terror birds in the book? (*Inferential*)
- What are some of the causes of climate change today? (*Applied Knowledge*)

Follow-up Activities

- Talk about the meaning of the prefix *mega-* with students. Make a list of other words that students know that begin with the same prefix, such as 'megabyte' and 'megaphone'. Discuss the meaning of each of the words. Challenge students to use a dictionary or online resource to find a new *mega-* word to add to the list and explain to the group.
- Choose one of the megafauna featured in the diagram on page 6 of the text. Use a tape measure to make a life-sized outline of the animal, either outside with chalk, or indoors on a large piece of paper. In pairs, have students write a fact about your chosen animal to put within the outline. Display or take a photo of the finished work.

Learning Intentions

- We are learning to identify causes and effects.
- We are learning to notice and interpret visual information.

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Success Criteria

- I can explain why events in the book happened and the effect they had.
- I can recognise a diagram and explain what it is showing in my own words.

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Guided Reading Notes

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