

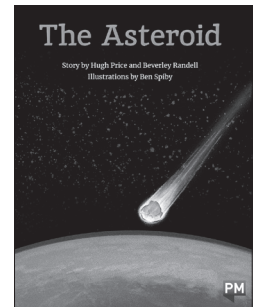
The Asteroid

PM Level 22

Gold

Text Type Narrative

Running Words 759



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a dinosaur is and understand that dinosaurs lived on Earth millions of years ago.
- Discuss with students how it is thought that an asteroid collided with Earth about 66 million years ago, and that it probably resulted in the extinction of dinosaurs.

Orientation to the Text

- A long, long time ago, Tor lived in the forest and found food at night with other small mammals. (Tor is a mammal called Purgatorius, called 'Tor' for short.) At the same time, the dinosaurs, who were much larger, roamed during the day. When a large asteroid struck Earth, Tor found that she and her kind could survive where the dinosaurs could not.

Building the Balanced Reader

Vocabulary

Key Vocabulary

changed, crawled, creatures, dinosaurs, enormous, exploded, explosion, heavier, hungry, millions, Thousands

Content Words

asteroid, crater, extinct, frosty, hibernated, mammal, troop, Tyrannosaurus Rex, woodlice

Decoding

- Practise breaking longer words, such as *hibernated*, into syllables and talk about the vowel sound in each part.
- Support students as they approach a difficult word and use their letter-sound knowledge as they read to the end of the word.
- Look at the word *creatures* on page 2 together. Ask, *What sounds can 'e' and 'a' make together? What sound do they make in this word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What is an asteroid? How does the illustration help you to understand this?*
- Read page 2 with students. Ask, *Have you heard the word mammal before? What does this page tell you about mammals?*
- Continue to page 5 and ask, *What do you know about dinosaurs?* Guide students to use this

information to compare the description of the dinosaurs with that of Tor.

- Re-read pages 2–5 together and discuss the setting. Ask, *What do we know about the world that Tor lives in? How is this important to her life?*
- Read to page 9. Ask, *How has the setting changed since the start of the story? What caused the change?*
- Continue to page 12. Ask, *What does hibernated mean? How do you think hibernating helped some animals survive? Discuss what students know about birds and mammals and compare that with the information on pages 11–12.*
- Read pages 13–14. Ask, *How did Tor and the other small animals survive when the world changed? What happened to the dinosaurs?*
- Discuss what students know about the extinction of dinosaurs and then continue to page 16. Ask, *What did you learn from this story? Which parts did you already know?*

Comprehension

- What did the dinosaurs' eggs need in order to hatch? (*Literal*)
- Why do you think Tor and the other small animals hunted in the dark? (*Inferential*)
- What are some things that all animals need to survive? (*Applied Knowledge*)

Follow-up Activities

- Put students into groups to research different species of animals, such as birds, mammals and reptiles. Brainstorm areas that students could research, such as physical characteristics, diet and habitat, and ask each group to look for what is unique about the animals they are researching. Have students think about an interesting way to present their information to the rest of the group.
- Provide some craft materials for students to make a collage of the setting of the story, before and after the asteroid hit. Have students write or make an audio recording of a description of their artwork and make a display of the finished pieces.
- Model completing a double-entry journal about the text for students. In one column, write a sentence or a fact from the text and then write your reaction to it in a second column. Articulate your thinking to students to show them why you chose that particular part of the text and what it made you think of. Have students complete their own double-entry journals, recording their reactions to at least three facts or sentences from the book.

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Learning Intentions

- We are learning to use our prior knowledge to help us understand what we read.
- We are learning to identify and describe the setting in a narrative.

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Success Criteria

- I can think about and connect what I know about the topics in the text to what is happening in the story.
- I can use information from the text to describe and discuss where and when the story is set.
- I can explain why the setting of the story is important.

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Guided Reading Notes

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