

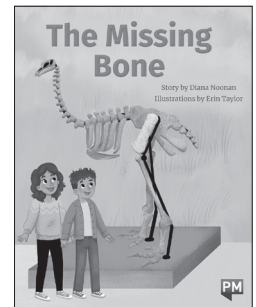
# The Missing Bone

PM Level 22

Gold

**Text Type** Narrative

**Running Words** 784



## Preparing for Guided Reading

### Prior Knowledge

- Students should have a basic understanding of how bones are used to help us understand what long-extinct animals were like.
- Talk about what a museum is with students, and what they might expect to find in one. Allow them to share any experiences they have had of visiting museums.

### Orientation to the Text

- When Tane and Kara find an old animal bone in the backyard, they want to add it to their family treasures. But when Mum calls the museum to tell them about the bone, the family find out that it is much more of a treasure than they realised.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

admire, brush, clear, discovered, doesn't, everybody, explain, further, gigantic, magnificent, message, perfect, probably, shallow, share, site, somehow, stream, They're

#### Content Words

buried, garage, Internet, moa, museum, Palaeontologist, skeleton, Society, treasure, website

### Decoding

- Read the word *treasure* together and talk about other words students know with the same letter–sound pattern at the end.
- Explicitly discuss strategies such as reading on and re-reading to help students work out unfamiliar words.
- Look at the word *Society* together. Ask, *What small word can you see at the start of this word? What sound does the 'c' make?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What do you think the story will be about? What makes you say that?* Record students' predictions to revisit as you read.
- Read pages 2–3 together. Ask, *What do you think will happen next? Does that fit with the prediction you made when you looked at the cover?*
- Continue to page 4. Ask, *Where on the page are people talking? How do you know? What do you notice about where the question mark is when Tane is speaking to Mum?*

- Read page 11 with students. Ask, *What has happened so far in the story? What do you think will happen when the person from the museum comes by?*
- Stop at the dialogue on page 14. Ask, *Why did the author use a comma inside the first set of talking marks, but a full stop inside the second set?* Talk about why some words are inside the talking marks and some, such as *said Mum*, are outside.
- Continue to page 16. Ask, *How do you think the information on this page connects with what will happen next? How does it fit with what you have read so far?*
- Examine the dialogue punctuation on page 18 together, and invite students to explain how it has been used. Ask, *How does the punctuation make it easier to read with expression when people are speaking? How can you tell who is speaking each time?*
- Read to the end of the book with students. Revise their initial predictions against what actually happened in the story. Ask, *How can making predictions before and during reading help you to better understand what you read?*

### Comprehension

- How did Meera think the moa's bone came to be under the shed? (*Literal*)
- How do you think the children felt when they helped put the moa bone in place? (*Inferential*)
- How do you think the people at the museum knew that the last moa died more than 500 years ago? (*Applied Knowledge*)

### Follow-up Activities

- Make a list of questions that students have about moa. In pairs, have students find the answer to one of the questions and share it with the group. Use the information to write a shared description of moa – what they looked like and where they lived – along with a picture to display with it.
- Discuss what a treasure is and the kinds of things that people may consider to be treasures. Invite students to bring in an item or a photo of an item that they consider to be a family treasure. In small groups, allow students to share what the item is and why it is special to their families.
- Give students time to explore a museum online, such as the Boston Children's Museum. Ask them to think of a question they have about something that they saw. Together, write an email or letter to the museum with your questions. Hopefully you will get a response that you can share with students.

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## Learning Intentions

- We are learning to think about what we read.
- We are learning to read and interpret direct speech.

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## Success Criteria

- I can make predictions about what will happen in the story.
- I can adjust my predictions based on what I have read.
- I can identify who is talking and the punctuation used when people are talking in the book.

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## Guided Reading Notes

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