

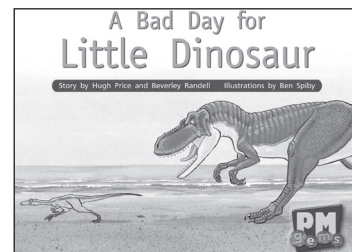
# A Bad Day for Little Dinosaur

PM Level 8

Yellow

**Text Type** Narrative

**Running Words** 153



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about dinosaurs, establishing the fact that some dinosaurs ate other dinosaurs.

### Orientation to the Text

- This is one of several stories about Little Dinosaur. In this story, Little Dinosaur endures misfortunes as he searches for food, including a bite from a crab and a pursuit from Big Dinosaur. He narrowly escapes to the safety of his hole.

### Key Language Structures

- Repetition of commentary on Little Dinosaur's plight: *A bad day for Little Dinosaur!*
- Longer, more complex sentences using a conjunction to link two clauses: *Little Dinosaur hit the crab, and it came off his nose.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*after, all, by, got, help, him, his, off, one, with*

#### Content Words

*Little, Dinosaur, beach, beetle, log, Help, crab, lucky*

### Decoding

- Encourage quick recognition of high-frequency words in the book.
- Teach students to apply their phonemic awareness to decode or predict words.

### Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

### Focusing on the Book – Guided Reading

- **Cover** Identify Little Dinosaur. Ask students to imagine what it feels like to be chased by a huge dinosaur!
- **pp. 2–3** Ask, *Why do you think Little Dinosaur wants to catch the beetle?*

- **pp. 4–5** Ask, *Why did Little Dinosaur say Help!?* Discuss the commentary on the story on page 5: *A bad day for Little Dinosaur!*
- **pp. 6–7** Ask, *How do you think Little Dinosaur feels now that he has found a crab to eat?*
- **pp. 8–9** Discuss the fact that the crab is pinching Little Dinosaur on the nose. Ask, *Do you think Little Dinosaur will be able to eat the crab?*
- **pp. 10–11** Ask, *Can you see a bigger problem coming for Little Dinosaur?* Encourage students to predict what might happen next.
- **pp. 12–13** Little Dinosaur has finally removed the crab from his nose. Ask, *Do you think Little Dinosaur feels safe now?*
- **pp. 14–15** Ask, *Do you think Big Dinosaur will catch Little Dinosaur?*
- **p. 16** Discuss how the commentary has changed to: *A lucky day for Little Dinosaur, after all!* Ask, *Do you think Little Dinosaur feels like he has had a lucky day?*

### Comprehension

- Why do you think Little Dinosaur did not notice Big Dinosaur at first? (*Inferential*)
- Little Dinosaur had a very bad day, so why do you think he was called 'lucky' at the end? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: writing opposite words; completing sentences from the story and drawing pictures to match; completing words from the story and writing them into sentences from the story; choosing prepositions to complete sentences from the story.
- List pairs of words in the book that are opposites: *big, little; up, down; on, off*. Have students write down all the pairs of opposites they can think of. Direct them to draw a picture that highlights a pair of opposites, e.g. a big dog and a little dog.

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## Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- \_\_\_\_\_

## Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- \_\_\_\_\_

## Guided Reading Notes

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