

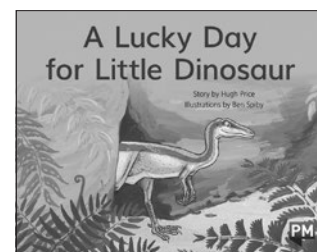
A Lucky Day for Little Dinosaur

PM Level 8

Yellow

Text Type Narrative

Running Words 135



Preparing for Guided Reading

Orientation to the Text

- Display a variety of pictures of dinosaurs to generate discussion.
- Have students organise themselves into pairs. Encourage students to share with their partner what they know about dinosaurs. After a short time, have the group or class sit in a circle to share their ideas with the rest of the class.

Prior Knowledge

- Compsognathus (Little Dinosaur) and Megalosaurus (Big Dinosaur) belong to the Jurassic era. This is a story with an unusually dramatic climax that children will enjoy.
- The recurring chorus, *A lucky day for Little Dinosaur*, should increase enjoyment and confident reading. The carefully drawn illustrations are scientifically accurate and will give students insights into the environment at that time.

Key Language Structures

- Bold and italicised words add emphasis to important text.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

got, help, out, sit, very

Content Words

Dinosaur, beetle, lucky, green, dragonfly, river, eggs

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Look closely at the title. Discuss the words *A lucky day for Little Dinosaur*. Predict the ways in which Little Dinosaur might be lucky.
- Look at p. 3. Talk about how Little Dinosaur is ‘sunning’ himself. Refer to the lizards of today and discuss with students how lizards need to be warmed by the sun before they can move quickly. Talk about why this might be important.
- Look at p. 7. Encourage students to predict what Little Dinosaur will do. On pp. 8–9 ask students, *Were you correct?*
- On pp. 12 and 16, encourage students to read the bold words loudly and with emphasis.
- Look at p. 16. Ask students if they can see Little Dinosaur. Ensure that all children notice Little Dinosaur’s vanishing tail – he has got away!
- Encourage students to build the excitement of the story by using the punctuation cues appropriately.

Comprehension

- Who chased Little Dinosaur? (*Literal*)
- Why did Little Dinosaur have a lucky day? (*Inferential*)

Follow-up Activities

- Let students talk about the different reasons why they are ‘lucky’. Students could choose one reason and illustrate it. Put all illustrations into a large book and add appropriate captions.
- In pairs, students could look at a variety of non-fiction books about dinosaurs. Challenge each pair to find something interesting about dinosaurs. Compile a class list of dinosaur facts.
- Talk about the size of different dinosaurs and draw rough outlines of them on a large piece of paper. Compare each one to items that students know well, e.g. a bus, a chicken, etc.
- In pairs, students could make a miniature ‘hiding box’:
Cut a hole in the lid of a shoe box.
Cover the hole with coloured cellophane.
Build a miniature ‘dinosaur world’ by gluing cardboard trees to the inside of the box. Use the story book to design the trees and ferns that existed at that time.
Make a ‘spy hole’ in the end of the box.

A Lucky Day for Little Dinosaur

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can sequence the beginning, middle and end events to retell the story.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

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