

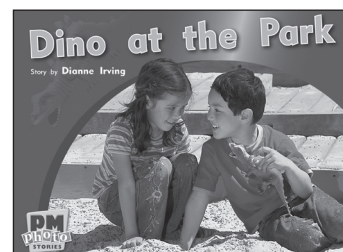
# Dino at the Park

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 132



## Preparing for Guided Reading

### Prior Knowledge

- Discuss some of the feelings associated with losing a valued object.
- Talk with students about the different types of play equipment they have enjoyed in parks.

### Orientation to the Text

- In this story, Karl goes to the park with his sister, Bella, and his mum. He buries his toy dinosaur, Dino, in the sandpit and goes off to play. He forgets about Dino until the family is about to go home. They all search for Dino until Karl remembers he left him in the sandpit.

### Key Language Structures

- Use of dialogue to add interest to the story.
- Longer, more complex sentences: *“Come and play on the big slide, Karl,” said Bella.*

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*like, help, play, this, will, with*

**Content Words**

*Bella, Karl, Mum, Dino, swings, slide, home, car, sand, box, hiding*

### Decoding

- Locate and read most high-frequency 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.

### Focusing on the Book – Guided Reading

- **Cover** Direct students to look at the cover photograph. Ask, *Why do you think Karl brought his toy dinosaur to the sandpit?*
- **pp. 2–3** Ask, *What tells us that Bella and Karl are excited to be at the park with Mum?*

- **pp. 4–5** Karl digs a hole, and buries Dino. Ask, *Why do you think Karl needed to bury Dino? What parts of Dino can you see above the sand?*
- **pp. 6–9** Ask, *Do you think Karl and Bella are thinking about Dino as they enjoy the swings and slides?*
- **pp. 10–11** Ask, *What shows us that Karl is very worried about Dino?* Have students predict what the family will do next.
- **pp. 12–13** Ask, *Where do you think the family will look for Dino? Why did Bella go to the slide first?*
- **pp. 14–15** The family has now looked near the swings and the slide. Ask, *Why do you think Karl now remembers that Dino is in the sandbox?*
- **p. 16** Karl and Bella have found Dino! Ask, *How do you think Karl and Bella feel to be back with Dino again?*

### Comprehension

- Why do you think Karl took Dino to the park? (*Inferential*)
- Why do you think Karl hid Dino down in the sand? (*Inferential*)

### Follow-up Activities

- Direct students to complete the BLM activities: unscrambling letters to rewrite words; circling initial blends to match pictures; writing the correct choice of words to complete sentences; identifying rhyming words.
- Ask students if they have any special toys that they like to take with them when they go out with the family. Ask if they have ever lost the toy and worried about it like Karl worries about Dino in the story. Have them draw a picture of where they found the missing toy.
- Talk about the way Mum and Bella help Karl to find Dino. Direct students to imagine they were there with the family. Ask, *What would you do to help?* Make a list of students' responses, and direct students to write a few sentences about what they would do themselves.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

• \_\_\_\_\_

## Guided Reading Notes

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