

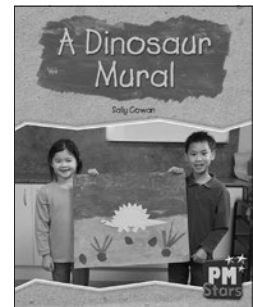
# A Dinosaur Mural

PM Levels 14/15

Green

**Text Type** Procedure

**Running Words** 138



## Preparing for Guided Reading

### Orientation to the Text

- Recall the three previous books featuring Cam and his family (PM levels 5/6, 8/9 and 11/12).
- Discuss the likely structure of the text. Ask, *How will the text be organised? What headings would you expect to find in the book? What materials do you think will be needed to make the dinosaur mural?*

### Prior Knowledge

- Discuss the likely structure of the text. Ask, *How will the text be organised? What headings would you expect to find in the book? What materials do you think will be needed to make the dinosaur mural?*

### Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *Glue the strips onto the mural to make the plants.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*draw, glue, smaller*

#### Content Words

*body, mural, rectangle, scissors, shapes, spikes, strips, triangle*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts

### Fluency and Phrasing

- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

### Focusing on the Book – Guided Reading

- Read the title of the book. Discuss the cover photograph. Explain that Cam and another student in his class make the mural.

- Turn to the title page. Reinforce the key features of non-fiction texts. Read the list of contents and note the corresponding page numbers. Discuss the meaning of *goal, materials* and *steps*.
- Identify the materials needed. Notice that this mural is being made from paper and card.
- Study the photographs and vignettes for each step. Emphasise the need to sequentially order the steps in a procedure. Notice that each step begins with a verb, e.g. *Paint, Cut*. Introduce key interest words. Ensure students are able to name the shapes in the photograph on page 7. Encourage students to predict the next step.
- Discuss the glossary on page 16. Recall that glossary words are in bold font within the book.
- Provide support when students decode words into sound segments, e.g. *b-o-d-y, dr-aw, str-i-p-s*. Model how to use analogy, e.g. *car, card; small, smaller*.
- Talk about the soft *c* at the beginning of *circle*.
- Teach students to break two-syllable words down into smaller parts or syllables, e.g. *mur/al, bod/y*.
- Locate nouns in the book that name body parts or two-dimensional shapes.
- Find adjectives that describe number or size, e.g. *four smaller rectangles; one long triangle; ten small triangles*.
- Talk about the comparative and superlative of *small*: *smaller, smallest*.
- Locate possessive apostrophes used in this book, e.g. *the dinosaur's back; the dinosaur's head*.

### Comprehension

- What did Cam and a student from his class make? (*Literal*)
- What materials did they use? (*Literal*)
- How many small triangles were glued along the dinosaur's back? (*Literal*)
- Why is green paint used for the forest floor? (*Inferential*)
- What does one half of a circle look like? (*Inferential*)
- Why does the teacher help the students put the mural on the wall? (*Inferential*)

### Follow-up Activities

- Provide the necessary materials for students to plan and construct their own dinosaur mural. Encourage cooperation and shared decision-making.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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## Success Criteria

- I can use word parts to help me decode fluently e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

• \_\_\_\_\_

## Guided Reading Notes

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