

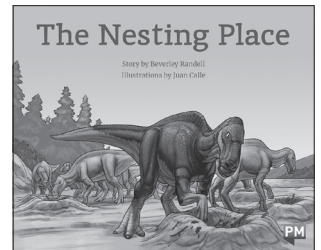
The Nesting Place

PM Level 18

Turquoise

Text Type Narrative

Running Words 356



Preparing for Guided Reading

Prior Knowledge

- A Maiasaura nesting site was discovered in 1978 in North America. Dozens of nests had been built just the length of one adult Maiasaura apart. In the nests were half-grown hatchlings that must have been fed by their parents for many weeks.
- Tell students that Maiasaura means 'good mother reptile'. The dinosaur was given this name because she fed and cared for her babies in nests, in much the same way as birds do.

Orientation to the Text

- In this book, long, long ago, a herd of Maiasaura dinosaurs moved to their nesting place. Long-head, a young mother, worked hard to make her nest. Once it was ready, she could lay her eggs.

Building the Balanced Reader

Vocabulary

Key Vocabulary

between, darted, eight, grew, later, scooped, warm

Content Words

beetles, ferns, hatch, insects, laid, pile, spring, stronger, sunshine, sweet

Decoding

- Apply knowledge of phonics, prefixes and suffixes to assist students in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- 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; and attending to print details.

Focusing on the Book – Guided Reading

- Read the title of the book. Talk about how the nest in the front cover illustration is made of mud and lined with leaves.
- Before reading pages 2–3, notice that there are nests as far as the eye can see. Talk with students about this being why the book is called *The Nesting Place*.

- Help students to imagine the size of the adult Maiasaura (7 metres or 23 feet long). If necessary, explain the term *on the move*.
- Note that the collective noun *herd* is connected to the singular verb *was* because the noun represents one group.
- Discuss briefly how and why animals make nests to lay their eggs in. Have students read to page 9 and find out why Long-head is leaving the hatchlings.
- The story tension increases with the appearance of the meat-eating dinosaur. Encourage students to read on to find out what happens.
- Revise the apostrophe of possession in *last year's nests*, which means the nests of last year.
- Discuss the formation of the plurals *babies* and *leaves*. List other examples that follow the same patterns.

Comprehension

- What did Long-head use to line her new nest? (*Literal*)
- What were the 'little cries' that Long-head could hear coming from her nest? (*Inferential*)
- What happened to two of the baby dinosaurs in Long-head's nest? (*Inferential*)

Follow-up Activities

- Provide students with information about penguins. Help them to see the similarities between a Maiasaura herd and a penguin colony.
- Take a walk with students around the playground and search for birds' nests. Examine the materials used to make these nests compared with those in the book. Discuss how they are similar.

The Nesting Place

Date _____

PM Level 18

Turquoise

Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.

• _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.

• _____

Guided Reading Notes

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