

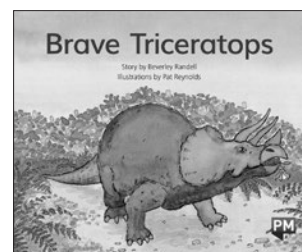
Brave Triceratops

PM Level 12

Green

Text Type Narrative

Running Words 178



Preparing for Guided Reading

Orientation to the Text

- Ask students to bring toy dinosaurs to school, and encourage them to share their knowledge in small groups. Display the dinosaurs, and write short descriptive statements about them.

Prior Knowledge

- The narrative text of this book builds on students' delight in and considerable knowledge about dinosaurs.
- The text is formally balanced on some pages to give young readers confidence (pp. 4, 8, 9, 14). Some sentences are three lines long (p. 12).

Key Language Structures

- Conjunctions are used to join clauses, e.g. *Tyrannosaurus Rex looked at the three big horns, and he went thumping away.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

did, don't, had, has, have, round

Content Words

dinosaurs, horns, saved, thump, thumping

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.

- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Look at the book's illustrations and write *Tyrannosaurus Rex* and *Triceratops* on the board. Practise saying them aloud. Notice the difference between the spelling of the written words.
- Discuss the height of *Tyrannosaurus Rex* – as tall as a two-storey house. Notice the three horns on *Triceratops*. These could inflict serious damage on *Tyrannosaurus Rex*. The point of the story will be lost if this is not understood.
- On p. 6, why doesn't *Triceratops* (a plant eater) run away? Let students predict the next few pages.
- Change each onset to build lists of new words: *came, hide, thump.*

Comprehension

- Where did the big dinosaurs hide? (*Literal*)
- Why did the little dinosaurs hide in the trees? (*Inferential*)
- Why did *Tyrannosaurus Rex* go away when he saw *Triceratops*' big horns? (*Inferential*)

Follow-up Activities

- Make masks and act out the story. Any number of students can join the fun.
- Make an enlarged book. Write a description of five different dinosaurs, one description per page. Illustrate the dinosaurs using coloured paper or collage material.
- Cut out shapes of dinosaur body parts (such as ears, horns, tails, feet and legs) from brightly coloured felt. Students could create their own dinosaurs from these shapes which could be glued onto another piece of felt or hessian. Alternatively, cardboard shapes could be used and made into dinosaur mobiles.
- Compare the length and height of *Tyrannosaurus* and *Triceratops* with the size of buildings, vehicles and people.

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Learning Intentions

- We are learning to recognise how authors and illustrators use/change organisation and layout to engage the reader.
- We are learning to use different strategies to help us decode unknown words.

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Success Criteria

- I can identify that speech bubbles are a change in text style, and apply it by using character voices.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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Guided Reading Notes

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