

# Megafauna Mega-Fright!

PM Level 27

Ruby

**Text Type** Narrative (Imaginative)

**Running Words** 3609



## Preparing for Guided Reading

### Prior knowledge

- Have students share any prior knowledge about megafauna.
- Before reading, ask students to flick through the illustrations in the book and compare the megafauna to dinosaurs, according to what they know about each.

### Orientation to the text

- In this story, Tim and his friend Raff are spending their holidays helping Tim's mum, a palaeontologist, dig for fossils. They find a strange device that proves to be a time machine, which drags them back into a terrifying encounter with the same megafauna that Mum is there to dig up. The boys escape with their lives, just in time.

## Building the Balanced Reader

### Grammatical conventions

- Throughout the story, Raff makes many light-hearted statements, such as *"We must have taken the express trail to Papua New Guinea"* and *"Maybe this one has a built-in fireplace!"* Compare the tone of Raff's quips to the tone of the third-person narration. Ask students to identify how these voices differ.

### Vocabulary

#### Key vocabulary

*colossal, exist, footprints, fossils, gigantic, lizard, marsupial, megafauna, overgrown, overhanging, palaeontologist, ravine, regretting, snarling, vegetation, walkway*

### Spelling

- Have students focus on the word *megafauna*. Ask them to break it into its two component words. Have them use their prior knowledge to make assumptions about what each of these words means individually, and what they mean when combined.

### Visual literacy

- Have students look at the illustration on pp. 6–7, and ask them to make suggestions about how each of the tools pictured would be used to uncover fossils.

### Focusing on the book – guided reading

- After reading p. 5, ask students if the thought of working as a palaeontologist appeals to them. Have them share previous knowledge about what can be learnt from the fossils of extinct animals.
- Ask students what they think Raff means when he says that sleeping on the floor is a great way for Tim to feel closer to the fossils. Ask, *Is Raff being serious when he says this?*
- After reading p. 9, have students offer thoughts as to what the digital clock device might actually be.
- After students have read pp. 10–11, ask students why they think Mum is unimpressed by Tim's find.
- As students read on, have them compare the scenery with what they saw up to p. 11.
- While they read, have students discuss whether the boys' escapes are due to bravery or ingenuity, or just to luck.
- What special insights into megafauna behaviour could the boys offer to Mum if she believed what had happened with the time machine?

### Comprehension

- How did Tim initially escape from the Megalania? (*Literal*)
- When Tim scratched the screen on the stone, why did Raff think they were in a bit of trouble? (*Inferential*)
- Why does the saltwater crocodile still exist 40 000 years after other megafauna have died out? (*Applied Knowledge*)

### Follow-up activities

- Have students write an alternative ending to the story in which the time machine is stepped on and destroyed by the Diprotodon. How might the boys find their way out of trouble, and back to the present day?
- Ask students to research one of the creatures that the boys encounter in the book, and write a short report about its habitat and diet, and where scientists believe it lived.

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## Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

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