

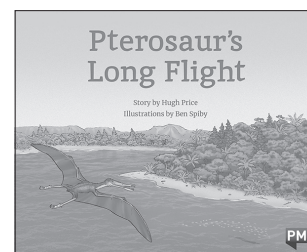
Pterosaur's Long Flight

PM Level 15

Orange

Text Type Narrative

Running Words 301



Preparing for Guided Reading

Prior Knowledge

- Share a reference book about pterosaurs with students. Talk about the characteristics of pterosaurs. Pterosaurs were winged dinosaurs. The pterosaur in this story is a Cearadactylus.

Orientation to the Text

- This story is set in the Cretaceous period, 100 million years ago. Pterosaurs were reptiles, and they lived at the same time as dinosaurs. The pterosaurs in this story have beaks full of teeth that are designed for fishing.
- This story is about a father pterosaur who flew away to find food for his babies.

Building the Balanced Reader

Vocabulary

Key Vocabulary

cliff, enormous, just, Sometimes

Content Words

ago, great, herd, horns, jaws, lake, log, triceratops, Tyrannosaurus, warm

Decoding

- Recognise and use word parts, such as onset and rime, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- 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

- Look at page 2 together. Talk about the pterosaur's habit of nesting high up on a cliff, just as eagles do today. The parents worked hard to bring food to the babies who were always hungry.
- Read to page 6. Explain why the father pterosaur went *up and up in the warm air*, i.e. in the thermal. Compare this action with that of eagles, albatrosses, gliders, hang-gliders and hot-air balloons.

- Explain to students that scientists believe Tyrannosaurus rex preyed on duck-billed dinosaurs but was also a scavenger.
- Make sure students know the situation has become urgent because the father pterosaur has to find food for his babies.
- Draw students' attention to the shape in the water on page 13. Ensure they have noticed the log.
- Remind students to read the words in **bold** type in a strong voice. Then the meaning of the father pterosaur's lucky escape on page 15 will be evident.
- Discuss plural words and how they are formed, e.g. *egg – eggs; baby – babies*. Ask students to locate the plural form of the word *fish*.
- Encourage students to pause slightly when they come to a comma in a sentence, e.g. on page 5: *He put out his wings, ran along the cliff top, and jumped.*

Comprehension

- How old were the baby pterosaurs? (*Literal*)
- Why did the pterosaurs have their nest on top of a big cliff? (*Inferential*)
- Why did the pterosaur keep on flying when he saw the herd of triceratops? (*Inferential*)

Follow-up Activities

- Discuss how the parents of other animals, such as penguins, find food for their babies. Encourage students to write simple sentences to explain this.
- Ask students to draw one of the dinosaurs from the book. Display these in the classroom with labels about their diet and habitat.

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Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

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Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

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Guided Reading Notes

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