

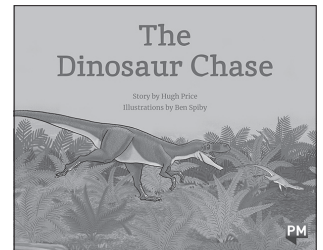
The Dinosaur Chase

PM Level 15

Orange

Text Type Narrative

Running Words 240



Preparing for Guided Reading

Prior Knowledge

- Re-read other books about Little Dinosaur and Big Dinosaur. Remind students that these dinosaurs belonged to the Jurassic period, long before flowering plants evolved. Little Dinosaur is a Compsognathus and Big Dinosaur is a Megalosaurus.

Orientation to the Text

- Have students re-read *A Lucky Day for Little Dinosaur* (PM Level 8). Compare the cover picture with *The Dinosaur Chase*. Notice that both covers show Little Dinosaur in a landscape of ferns.
- This story is about a time when Big Dinosaur chased Little Dinosaur into a hole in a rock. Big Dinosaur sat and waited for Little Dinosaur to come out, until Little Dinosaur sprang out to chase a lizard. Big Dinosaur ran after Little Dinosaur but got stuck in the mud and Little Dinosaur escaped.

Building the Balanced Reader

Vocabulary

Key Vocabulary

behind, chased, just, once, waited

Content Words

ferns, great, grew, shake, sprang

Decoding

- Recognise and use word parts, such as onset and rime, to break words into smaller chunks.
- 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

- Ensure students do not confuse Big Dinosaur with Tyrannosaurus rex.

- Read pages 2 and 4 with students. Talk about how reptiles prey upon each other. Explain the meaning of the word 'prey'. Explain that reptiles can sit very still for long periods of time.
- Talk about how the word *sprang* is the past form of 'spring' (today he springs, yesterday he sprang). *Sprang* is repeated on pages 6–7 to reinforce its meaning.
- Read to page 11. Confirm the idea that the chase continues.
- Discuss how awkward it is for Big Dinosaur to run through the trees and how Little Dinosaur is advantaged.
- Read page 14 to students, then ask them what they think will happen and why.
- Revise the use of the apostrophe of possession, e.g. *Little Dinosaur's nose*.
- Discuss why *Little Dinosaur* and *Big Dinosaur* have capital letters, but *lizard* doesn't.

Comprehension

- Why did Little Dinosaur run into the hole in the rock? (*Literal*)
- Why did Big Dinosaur wait for Little Dinosaur to come out from the hole in the rock? (*Inferential*)
- Why did Little Dinosaur run out across the mud? (*Inferential*)

Follow-up Activities

- Ask students to draw a map of the path taken by Little Dinosaur. Ask them to label significant places on the map.
- Assist students to write a short paragraph from the lizard's viewpoint, about how it felt when it was being chased by Little Dinosaur.

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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