

Drawing a Dinosaur

PM Level 11

Blue

Text Type Procedure

Running Words 116



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a dinosaur is and some common types of dinosaurs, such as a T-Rex.
- Students should understand that a procedural text involves written steps to complete a task.

Orientation to the Text

- Learn how to draw a dinosaur in 12 simple steps, using only circles, ovals, triangles and squares.

Key Language Structures

- Sentences are presented in the form of instructions – *First, draw a little square on the paper.*
- Adverbs of time are used to sequence the text – *First, Now, Next, Then.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

first, long, make, near, next, Now, Show, so, teeth

Content Words

circle, dinosaur, Goal, Materials, oval, square, Steps, triangle, T-Rex

Decoding

- Encourage students to use the pictures to confirm that what they have read makes sense.
- Look at the word *T-Rex* on page 2. Discuss what the word is short for. Ask, *What has the author done to show you that they have shortened the word?*

Fluency and Phrasing

- Discuss the need for students to pause between each step in the procedure as they read to give listeners time to understand what to do.

Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Explain to students that this text is a procedure and ask them to suggest what it is going to teach them how to do.
- Point out the table of contents to students. Read each of the chapter headings and invite students to suggest what will be under each one.
- Look at page 2 together. Read the goal to students. Ask, *What does Goal mean? What is the goal of this text?*

- Look at pages 2–3. Ask, *Why is there a materials list? How do the materials relate to what you will need to draw?*
- Continue to page 4. Ask, *What does the heading Steps mean? Why are the steps numbered?*
- Read to page 9. Give students the opportunity to ask questions about anything they do not understand from the steps so far.
- Continue to page 15. Ask, *How do the pictures help you to understand the instructions?*
- Read to the end of the text. Ask, *Do you think you could follow the instructions to draw a T-Rex? Are there any questions that you would want to ask the author?*

Comprehension

- What do you need to do first to draw a T-Rex? (*Literal*)
- Why do you need to draw an oval and three lines in step 10? (*Inferential*)
- Did you find the instructions easy to follow? Why or why not? (*Inferential*)

Follow-up Activities

- Give students a pencil and a piece of paper and have them work with a partner to re-read the text and draw a T-Rex. Allow students to colour and decorate their pictures, then put them on display in the classroom.
- Complete a simple task for students, such as tying a shoelace or peeling a banana. Ask them to remember each of the sections in a procedure and work together to write the instructions for the task you have completed. Highlight important words, such as *First* and *Next*, and discuss how they make the instructions clearer.
- Brainstorm tasks that students could write a procedure for. Choose a small selection of appropriate activities. Put students into pairs or small groups and have them record the goal, materials and steps for their chosen task. Provide digital devices and support students to take photos to represent each step. Publish the completed procedures in the school newsletter or display them for other students to see.
- Invite students to share what they know about *Tyrannosaurus*. Show students an image of a T-Rex and compare it with the drawings that students have completed. Then, read some simple texts about dinosaurs together and ask students to share one thing that they didn't know before.

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Learning Intentions

- We are learning to question the text as we read.
- We are learning to identify the features of non-fiction texts.

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Success Criteria

- I can ask questions to help me understand what to do when drawing a dinosaur.
- I can explain what the goals and materials of a procedure are.
- I can describe the steps in a procedure.

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Guided Reading Notes

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