

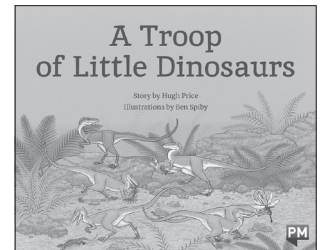
# A Troop of Little Dinosaurs

PM Level 19

Purple

**Text Type** Narrative

**Running Words** 476



## Preparing for Guided Reading

### Prior Knowledge

- Re-read *Little Dinosaur Escapes* (PM Turquoise Level 17). That story describes how Little Dinosaur hurt his leg and how he was swept down the river.

### Orientation to the Text

- This story about Little Dinosaur is a sequel to *Little Dinosaur Escapes*. Little Dinosaur is still on the run from Big Dinosaur, until a troop of little dinosaurs finally helps him to feel safe.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

*attacking, frightened, hunted, limped, sight*

#### Content Words

*either, enemy, escape, face, fled, instead, listened, nearby, pairs, stiff, struggled, swept, terrible, troop, undergrowth, warn, world*

### Decoding

- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist students in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and to use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the Book – Guided Reading

- Discuss the title of the book and talk about the collective noun *Troop*. Study the actions of the little dinosaurs in the cover illustration.
- As students read the text, ensure that they understand Little Dinosaur's problems. Read to page 5. Ask, *Why did Little Dinosaur smell the air?*
- The centipedes in the illustration on pages 6–7 help students understand the comparative size of these little dinosaurs. Ask, *Why did Little Dinosaur stay back and watch the troop? Do you think they will become friends or enemies?*

- Have students predict how Little Dinosaur, with his injured leg, will try to escape from Big Dinosaur.
- List descriptive action words from the text on a chart, e.g. *fled, limped, struggled*.
- Talk about the last paragraph on page 12. Ensure that students are clear about its meaning.
- Read to page 14. Discuss with students how Little Dinosaur proves that he is useful to the troop and is accepted. His fear of Big Dinosaur is over for now. Talk about the saying, 'There is safety in numbers' and how it applies to this story.
- Clap, say and write these words as syllables: *Din/o/saur; en/em/y; un/der/growth; Sud/den/ly; att/ack/ing; terr/i/ble*.
- Revise common beginnings, e.g. **because, behind, belonged**.
- Discuss the purpose of the ellipses on page 6 and page 11. Note that on each occasion the ellipsis encourages the reader to pause before reading on.

### Comprehension

- Why couldn't Little Dinosaur run very fast? (*Literal*)
- Why did Little Dinosaur watch the other dinosaurs through the ferns? (*Inferential*)
- Why didn't the other dinosaurs chase Little Dinosaur away? (*Inferential*)

### Follow-up Activities

- Ask students to talk about situations they have experienced where they have felt more comfortable in a group, or with an older brother or sister.
- Encourage students to make a list of other ways Little Dinosaur can help the troop, and how the troop will be helpful to Little Dinosaur.

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## Learning Intentions

- We are learning to apply knowledge of phonics, syllables, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to use our knowledge of reading skills and strategies.

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## Success Criteria

- I can use my knowledge of phonics, syllables, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.

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## Guided Reading Notes

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