

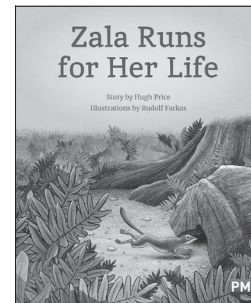
Zala Runs for Her Life

PM Level 19

Purple

Text Type Narrative

Running Words 464



Preparing for Guided Reading

Prior Knowledge

- Tell students that in the days of the dinosaurs, many mammals were small and nocturnal – an ideal way of escaping from the dinosaurs.

Orientation to the Text

- This is another story about the days of the dinosaurs. Explain that a tiny mammal, *Zalambdalestes* (from the Cretaceous period), lived in Mongolia at the same time as the dinosaur *Dromaeosaurus*. In this book, long ago, a small, furry animal called Zala had a nest in a hollow log. Zala's babies were safe in the hollow log, but then, a hungry, sharp-clawed dinosaur called Drome found the nest.

Building the Balanced Reader

Vocabulary

Key Vocabulary

attacked, cover, enough, furry, grown, hollow, huge, hunting, insects, poured, roots, rotten, scratching

Content Words

among, dashed, join, meant, pieces, shot, sniffed, sprang, squeaked, tore

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 use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the Book – Guided Reading

- Study the cover and title page illustrations. Ask students why Zala is running for her life. Have them say *Drome* and *Zala* aloud.

- Discuss the illustrations on pages 2–5. Talk about how they show that Zala was about the size of a rat, she had a long nose and a good sense of smell, and she was a nocturnal mammal who suckled her young.
- Continue to page 6. Drome had exceptionally long claws and a large brain. Ask students what they think Drome is going to do.
- Read pages 8–11. Ask students to predict what they think will happen to the babies.
- Read to the end of the story. Point out that it was Drome's sense of smell that drew him to the nest and that once the babies scattered they were safe.
- Encourage students to find sentences that they enjoyed, e.g. *Drome tore the nest to pieces* or *Then, she led her family deep into the forest*.
- Revise the use of two adjectives before a noun, e.g. *small, furry animals*.
- Discuss the use of a hyphen to link words that belong together in a sentence, e.g. *two-and-a-half, sharp-clawed*.

Comprehension

- Where did Zala make a nest for her babies? (*Literal*)
- Why did the babies run in different directions? (*Inferential*)
- Why did Drome tear the nest to pieces with his claws? (*Inferential*)

Follow-up Activities

- As a class, make a list of other animals that live in hollow logs.
- Provide students with paper to draw a labelled diagram of a mouse or rat. Discuss the similarities between the mouse or rat and Zala.

Learning Intentions

- We are learning to apply knowledge of phonics, 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, 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 |
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