

# Make a Diorama for a Tiger

PM Level 23

Silver

**Text Type** Procedure

**Running Words** 852



## Preparing for Guided Reading

### Prior Knowledge

- Make sure that students know that a diorama is a three-dimensional model of a scene. Talk about what a diorama might be used for.
- Invite students to share their knowledge of endangered animals. Specifically, discuss the Sumatran tiger and where in the world it is found.

### Orientation to the Text

- A diorama can be used to inform the viewer about an important topic. Follow the steps and use everyday materials to make a diorama that gives information about the endangered Sumatran tiger.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

background, diorama, foreground, goal, habitat, inform, information, materials, procedure, stalk, Sumatran, tiger

#### Content Words

ceiling, dappled, faded, history, Indonesia, internet, lowlands, magazines, rectangle, tab, textures, topic, upright, vines

### Decoding

- Encourage students to break compound words, such as *lowlands*, into two smaller words to help them read and understand the compound word.
- Acknowledge when students self-correct to reinforce that it is something good readers do.
- Look at the word *ceiling* together. Ask, *What are the sounds in this word? What other letter combinations do you know that make the same sound as 'ei' in ceiling?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *Do you think this is going to be a fiction or a non-fiction text? What do you already know about the text from the front cover?*
- Read pages 2–3 together. Point out the word *habitat*. Ask, *What do you think this word means? What other information on the page can help you work it out? Look up the meaning of the word in the glossary to confirm whether students' predictions were correct.*

- Draw students' attention to the headings on page 4. Ask, *What does the Goal tell us? Why has the author included a list of materials?*
- Continue to page 6 and discuss what the *Steps* section of a procedure is for. Ask, *What is the sub-heading on this page? How many steps are in this section of the procedure?*
- Point out the word *foreground* on page 9. Guide students to use the diagram to help them work out what the word means. Ask, *What do you think the prefix 'fore' means? How does it relate to the meaning of foreground?*
- Ask students to read the steps in *Making the Forest Habitat* on pages 10–15. Ask, *What do you notice about the order of the steps? Why might this be important?*
- Find the word *dappled* on page 21 together and ask students to explain in their own words what this means. Return to page 7 and review the author's description of "dappled" light. Ask, *How does this information connect with the way the word is used on page 21?*
- Read to the end of the text. Ask, *Why doesn't the information on page 23 have a step number? Why did the author include it?*

### Comprehension

- Where is a good place to find pictures of plants for a tiger diorama? (*Literal*)
- Why do you need to make sure the tiger's back is uncut? (*Inferential*)
- Do you think a diorama is a good way to give people important information? Why or why not? (*Applied Knowledge*)

### Follow-up Activities

- Make a list of other endangered animals that students are aware of. In pairs or small groups, have them choose one animal to research. Students should then write a short information report about their endangered animal, including where it lives, what its habitat is like and other interesting facts.
- Support students to follow the instructions in *Make a Diorama for a Tiger* to make a diorama of the habitat of the animal that they researched in the previous activity. Talk about the materials that might be needed and compare these with the list in the text. When students have finished, they can glue the information report about their animal on the side of the diorama.

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## Learning Intentions

- We are learning to identify and describe the parts of a procedure.
- We are learning to work out what new words mean as we read.

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## Success Criteria

- I can find, name and describe the goals, materials and steps in a procedure.
- I can use what I have read and my own knowledge to predict the meaning of a new word.

• \_\_\_\_\_

## Guided Reading Notes

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