

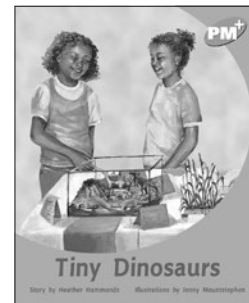
Tiny Dinosaurs

PM Level 23

Silver

Text Type Narrative

Running Words 868



Preparing for Guided Reading

Orientation to the text

- Discuss science displays that students have worked on. Brainstorm different ways in which data can be presented.

Prior knowledge

- Grace and Amy are twins who have featured in previous **PM Plus** books. While planning a science project, they are reminded that small animals can die if they are removed from their natural environments.

Building the Balanced Reader

Vocabulary

Key vocabulary

disappointed, environment, excitement, explained, managed, miserably, overflowed, plastic, principal, underneath

Content Words

admiring, complete, crouched, crater, displays, fantastic, information, lava, modelling, natural, prehistoric, project

Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Recall other stories that have included Grace and Amy. Confirm the girls' interest in animals.
- Discuss the lizards' physical features that might make them appear similar to tiny dinosaurs.
- Challenge students' thinking. Ask, *Is the fish tank a suitable home for lizards? How does it resemble a prehistoric world?*
- Discuss reasons why lizards and other wildlife can die when removed from their natural environments.

- Admire the twins' determination to complete a science display they will be proud of.
- Study the illustrations on pp. 14–16 to observe the presentation of different displays. Discuss the twins' pleasure in having their project commended by the principal. Ask students to share occasions when they have experienced similar feelings.
- Use a thesaurus to find words that mean the same as: *tiny, wild, fantastic, frightened*.
- Find other words that begin with the prefix *pre-*, e.g. *prehistoric, prepare, prefix, predict*.
- Revise the role of prepositions, e.g. *beside other projects*.
- Find examples of longer sentences that contain commas. Discuss the function of commas in helping readers phrase sentences appropriately when reading aloud.
- Revise the need for grammatical consistency when referring to singular or plural objects. Compare the use of pronouns that refer to singular or plural subjects, e.g. *Grace and Amy put their prehistoric world ...*

Comprehension

- How did the girls make the volcano and lava for their display? (*Literal*)
- What did Grace and Amy use the dinosaur books for? (*Inferential*)
- What is a school 'Open Night'? (*Applied Knowledge*)

Follow-up activities

- Search for lizards and other living creatures in long grass and in warm sunny places. Encourage students to make observational sketches. Reinforce the need to always leave living things in their natural environment.
- Make a shared book about dinosaurs. Ensure that students are able to research the topic further, e.g. by visiting the school library or viewing the Internet.
- Make a mural of lizards in their natural environment. Write facts about lizards on cards that will stand up in front of the mural.

Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.

Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.

Guided Reading Notes

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