

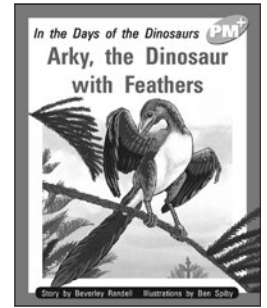
Arky, the Dinosaur with Feathers

PM Level 21

Gold

Text Type Narrative

Running Words 530



Preparing for Guided Reading

Orientation to the text

- Re-read *The Dinosaur Chase* (PM level 15). Recall features of the Jurassic period, e.g. the weather was much warmer than it is now, and there were differences in the landscape.

Prior knowledge

- Arky, short for Archaeopteryx, was one of the first fossilised birds to be discovered. Although she had strong claws on her wings, her bone structure was very similar to that of Compsognathus (Little Dinosaur).

Building the Balanced Reader

Vocabulary

Key vocabulary

although, caught, different, size

Content Words

fierce, perched, roost, settled, scramble, sensed, snapped, startled, terrifying, thundering, troop

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and possible resolutions to the complication in the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Introduce the word *Archaeopteryx* and the shortened version. Read the title and study the cover and title page illustrations. Notice the claws on Arky's wings.
- Ask, *Why was Arky described as a beautiful bird?* Talk about her reasons for roosting in the tall pine trees.
- Study the illustrations on pp. 4–7. Notice that Arky has teeth while modern birds have not developed teeth. Discuss the meaning of *swoop*.

- Point out that Arky is the same size as the little dinosaurs – only her extended wings and bright colouring make her appear larger. Use a dictionary to confirm the meaning of *troop*.
- Search the text for action words e.g. *squawked, thundering, startled, leaped, snapped* and *terrified*! Compare Arky's lift-off with that of a plane.
- Enjoy the satisfactory conclusion to the story.
- Revise comparative and superlative forms of adjectives, e.g. *closer, faster, longer, safest, biggest*.
- Discuss more difficult letter clusters: *claws, squawk, jaws; swoop, troop, smooth; fright, bright*.
- Make two separate lists of words with *ee* and *ea* making the long e sound, e.g. *deep, green, feet; meat, clean, leap*.
- Revise words with a soft c, e.g. *notice, fierce*.

Comprehension

- Why did Arky perch on a high branch to clean her feathers? (*Literal*)
- Had the enormous dinosaur seen a bird like Arky before? (*Inferential*)
- Why did sand fly into the air as the big dinosaur ran along the beach? (*Applied Knowledge*)

Follow-up activities

- Using chalk on a concrete surface, help students to draw Arky and Big Dinosaur to scale. Compare and contrast the sizes of these extinct creatures.
- In pairs, ask students to re-read books about the Jurassic period for information about this time. Model note-taking skills. Invite each pair of students to give an oral report on the information they found.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary in the text, and likely solutions to the problem encountered by the characters.
- _____

Success Criteria

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

Guided Reading Notes

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