

Gorgo Meets Her Match

PM Level 20

Purple

Text Type Narrative

Running Words 456



Preparing for Guided Reading

Prior Knowledge

- Revisit the earlier **PM** books about dinosaurs. List any dinosaurs that students can remember, e.g. Tyrannosaurus rex, Triceratops, Maiasaura and Dromaeosaurus.

Orientation to the Text

- This book is about events that could, and mostly did, happen. Long ago, Gorgo the Gorgosaurus was out hunting when she saw an Ankylosaur eating a bush. Gorgo was hungry but the Ankylosaur was not so easy to catch.

Building the Balanced Reader

Vocabulary

Key Vocabulary

already, hunter, knocked, learned, notice

Content Words

bite, bony, club, dangerous, dizzy, fierce, fled, metres, spikes, sprang, stomped, struggled, wide

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 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

- Examine the cover and the title page. Talk about how the word *Gorgo* is easy to decode.
- Introduce students to the word *Ankylosaur* by pronouncing it in syllables. Ask, *What do you think the club on the Ankylosaur's tail was used for?*
- Assist students to imagine Gorgo's immense size by measuring out nine metres.
- Have students read pages 4–5 silently. Say the words *sleepy* and *slow* aloud and point out the identical blend (orally, aurally and visually).

- Look at the illustration on pages 6–7 and have students predict where the Ankylosaur will be attacked. Ask, *Which part of its body does not have spikes?*
- Encourage students to predict who will win the fight.
- Ensure that students understand that the Ankylosaur was not a meat-eater and that its tail was for defence only. Ask, *What do you think Gorgo will do next time she sees an Ankylosaur?*
- Read to the end of the text. Ask students what they think the phrase *met her match* means. Have them re-read the story with a full understanding of its title.
- Draw students' attention to the adjectives that describe nouns in the text, e.g. *thick, heavy shell; bony spikes; fierce hunter; mighty club; dangerous tail*.
- Discuss the use of commas to break sentences into smaller sections that are easier to read, e.g. *She was a hunter who ate other dinosaurs, but she hadn't eaten for more than a week, and she was very hungry.*

Comprehension

- What did Gorgo learn about the Ankylosaur? (*Literal*)
- Why hadn't Gorgo eaten for more than a week? (*Inferential*)
- Why did the Ankylosaur have a heavy shell on its back with lots of spikes? (*Inferential*)

Follow-up activities

- Ask students to add information to the previous list of dinosaurs about what each dinosaur eats and how it protects itself. Model how to include this information in a simple table.
- Invite students to recall and share occasions when they have 'met their match'!

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Learning Intentions

- We are learning to apply knowledge of phonics, syllables, affixes and scanning across words 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, affixes and scanning across words 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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