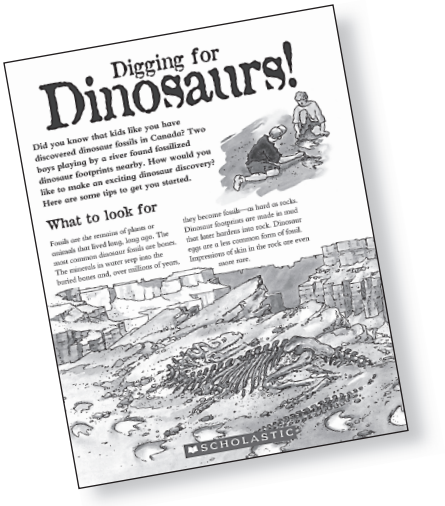
SCHOLASTIC Literacy Place for the Early Years

Guided Reading Teaching Plan

Digging for Dinosaurs!



Written by Laura Smith

Text Type: Non-fiction: Procedure — Poster

Guided Reading Level: P

Summary: On this two-sided poster, students discover the tools a paleontologist uses to remove fossils from the ground on a dig. They also find out which dinosaurs have been discovered in Canada and where they have been located.

Text Features

- two-sided poster, one side in a booklet format and the other side in a poster format

Text Supports

- map of dinosaur locations in Canada
- colourful illustrations
- pronunciation key for dinosaur names
- section headings

Possible Text Challenges

- legend on poster
- challenging vocabulary related to dinosaurs and paleontology
- large amount of information

Reading Strategies

Comprehension

- analyzing
- sequencing

Working with Words

- using context cues to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- understand the sequence of events in a fossil dig
- analyze to identify key facts based on their reading
- combine new knowledge with prior knowledge to develop connections with the text
- use word-solving strategies, such as context cues, to read unfamiliar words

Oral Language Opportunities

- discussing ideas from print materials and linking them to personal experiences
- providing supporting details in response to questions

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BEFORE READING

Activating and Building Prior Knowledge

Making connections: text to self

Discuss with students what they know about dinosaurs, recording their answers on a KWL chart in the section "What I Think I Know." Write the word *paleontologist* on chart paper and ask students if they know what the word says and means. Have students say the word with you, showing them how to break it into syllables to help read it.

Ask students to pose questions for the "What I Want to Find Out" section of the chart. Such questions could include, *What are fossils? Where might you find fossils?*

Overcoming Text Challenges

Text features

Show students the folded poster, and read aloud the title, *Digging for Dinosaurs!* Ask them to identify what type of text this is (non-fiction) and how they know. Then ask them to tell the group what they know about non-fiction texts. Next, demonstrate how to read the folded part of the poster like a booklet, pointing out the different headings. As you read the headings aloud, have students orally predict what each section will be about.

Open up the poster and show students the large assortment of dinosaurs that have been found in Canada. Point out the pronunciation guides and the colour-coded legend in the middle of the poster.

ESL Note: Have ESL students start a "Dinosaur Dig Dictionary," in which they write down any words they don't understand. Set a time when they can ask another student for the meaning and then write it down, including a drawing that helps explain its meaning. Reassure them that they don't need to read all of the dinosaur names.

Setting a Purpose

Analyzing

As students read, ask them to look for answers to the questions they wrote in the KWL chart, as well as jot down on sticky notes any other questions they may think of while reading.

DURING READING

Have each student read the poster independently, thinking about their purpose for reading.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What words did the author use to help you understand what a paleontologist does? What did you learn about how fossils were formed? How did you figure out that word?*

Encourage students who finish early to reread the poster independently or discuss interesting parts of the poster with a partner.

AFTER READING

Sequencing

Ask students why they think step 5 is there. Why might it be important? Ask, *Was there anything you found confusing about step 6? Were you able to figure out*

what had confused you? Could you rewrite those final two steps to make them clearer? (Step 6 refers to keeping plaster from sticking to the fossil, but the plaster isn't applied until Step 7.)

Analyzing

Have students review the questions from the KWL chart. Discuss answers and write them in the "What I Learned" section. Point out that any questions that were not answered from the reading may require rereading or students may have to look for it elsewhere.

Making connections: text to self/text to world

Review with students the map of Canada that shows where dinosaurs have been located. Ask, *Where is the closest dinosaur site to us? What would you do if you found a site?*

Word solving and building/ language predictability

Ask students what words they found challenging in the text and how they worked them out. Have a student demonstrate how to use context cues.

Teaching Tip: Some of the sites listed below feature extensive activities for children concerning how to dig up fossils, how to create a jacket for fossils, etc.

The Royal Tyrrell Museum
http://www.tyrrellmuseum.com

Royal Ontario Museum
http://www.rom.on.ca

Royal Saskatchewan Museum
http://www.royalsaskmuseum.ca

Rereadings

Provide opportunities for each student to reread the poster independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Putting It All Together

Synthesizing

Provide students with a heavy piece of white construction paper. Instruct students to select one of the dinosaurs from the poster to sketch, filling up the whole piece of construction paper, and making sure they include the dinosaur's name. Next, have students cut their sketch into puzzle piece shapes, place their puzzles into an envelope, and then have a partner put the puzzle together.

Paleontologist Puzzle

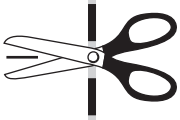
Sequencing/synthesizing

Students will pretend that they are a paleontologist. They are going to explain to someone how fossils occur**.** Have them cut apart the sentence strips in the BLM and put them in the correct order.

Paleontologist Puzzle

Name: _____

Soil, dust, and sand covered the dead plants and animals.



The minerals made the bones as hard as rock.

Water contains minerals.

Plants and animals lived many years ago.

The plants and animals died.

Water seeped into the bones of animals.

The minerals from the water ended up in the bones.