



THE GIRL WHO DISCOVERED THE DINOSAURS

Written by Lauren Tarshis

TEXT TYPE: Non-fiction: Description—Magazine Article
GUIDED READING LEVEL: 5

SUMMARY: In 1811, a 12-year-old girl named Mary Anning discovered a giant marine reptile that lived during the time of the dinosaurs. The marine reptile was later named Ichthyosaurus and became the first of Mary's many important fossil discoveries.

TEXT FEATURES

- headings
- subheadings

VISUAL LITERACY

- map
- photographs
- captions

TEXT SUPPORTS

- headings
- subheadings
- pronunciation keys

POSSIBLE TEXT CHALLENGES

- some difficult vocabulary supported with pronunciation keys, e.g., 'Ichthyosaurus,' 'Brachiosaurus,' 'Dilophosaurus'

FOCUS COMPREHENSION STRATEGY

- making connections: text to self and text to world

FURTHER COMPREHENSION STRATEGIES

- self-monitoring
- sequencing

ORAL LANGUAGE OPPORTUNITIES

- Think-Pair-Share strategy
- Say Something strategy
- group discussion
- oral presentation (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: using pronunciation keys and context clues to figure out unknown words

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make connections in order to help them understand the text
- use the pronunciation keys to figure out unknown words
- understand text and visual literacy features in non-fiction
- monitor understanding by summarizing key ideas within each section

ASSESSMENT TOOLS

Select from the following:

- Making Connections Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections: Text to Self

Activate and build prior knowledge

- Introduce students to the text by activating their prior knowledge about dinosaurs. Ask, *What do you already know about dinosaurs? Have you ever visited a museum with dinosaur skeletons or read books or watched movies about dinosaurs? What did you learn?*
- Use the Think-Pair-Share strategy. Ask students to think on their own for a moment about what they already know. Then ask them to share with an elbow partner. Select students to share their prior knowledge with the class.

ESL NOTE: Have pictures of dinosaurs to support students who may be unfamiliar with the term dinosaur. If possible, include images of the dinosaurs mentioned in the article.

Text Features

Introduce supports and challenges

- Invite students to look at the article. Ask, *Do you think this is a fiction or non-fiction text? Why do you think so?* Encourage students to use evidence from the text and their own ideas to support their answers.

Visual Literacy Features

- Have students look at the pictures and the captions. Ask, *How do the pictures and captions help you understand the text?*

Word Solving and Building

- Ask students to focus on the word ‘Ichthyosaurus’ on the first page. Then explain how the pronunciation keys beside certain words work. Model how to use the pronunciation key and then read the word together. Ask students if they have ever noticed this feature in the dictionary or other articles they have read. Have students read the word ‘Brachiosaurus’ on the next page using the pronunciation key.

Making Connections: Text to Self and Text to World

Set a purpose for reading

- Say to students, *As you read the article, I want you to think about connections you may have to what you are reading. Ask yourself, what does this remind me of? Your connection may be to something you have learned before at school, in books you have read, or movies you have watched.*

Provide for early finishers

- Students can go back and review the captions and pictures and write down any wonders/questions they have.

**Making Connections:
Text to Self and Text
to World**

DURING READING

Monitor reading

- Have a student read a portion of the text aloud to you. Note the word solving strategies used as the student negotiates the text. Offer prompts, such as, *What does that remind you of?*

You can also model making connections. For example, *This part reminds me of when I toured a museum that had dinosaur skeletons. I was amazed at how someone was able to put the skeleton together.*

- Give feedback to students on successes and any areas they need support with.

Observe

- Make observations on your assessment tools. (See the Making Connections Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., self-monitoring, making connections, and utilizing word solving strategies, such as the pronunciation keys.

AFTER READING

Revisit the purpose for reading

- Review how this article provided information on a discovery that led to an understanding of dinosaurs and extinction. Using the Say Something strategy (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*), offer starting points, such as: *This article reminded me what I already knew about dinosaurs, including...; This article reminds me of...; Something new that I learned was...*

Check on outstanding challenges

- Review any challenges that you observed while students were reading. This may include using the pronunciation keys, or self-monitoring or making connections while reading.

Note successful strategy use

- Have students share their metacognitive thinking as they self-monitored their reading. Ask students, *Which text features did you use to help you understand the article?*

- Discuss a successful strategy you observed a student using. For example, *I noticed when Javier read a sentence that didn't make sense, he went back and reread the sentence. Good work, Javier!*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

Written

- After discussing the connections students made to the article, have them write a journal entry about what the article reminded them of, including what they already knew and what they learned about how dinosaurs were discovered.

Artistic

- Have students create a poster set in the past. It should advertise the Ichthyosaurus Mary discovered being displayed in a museum. Encourage students to use details from the text, persuasive words, and text features (such as blasts) to create their posters.

Oral/dramatic

- In pairs, have students make up a dinosaur that has just been discovered. Students will present their dinosaur discovery to the rest of the class. Their presentations should include the dinosaur's name, location of where it was discovered, and key features that make their dinosaur unique.

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Synthesizing

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