



Level 23

Book a

T. Rex Trek

Chocolate...Yum!

Thomas Tries
Something New

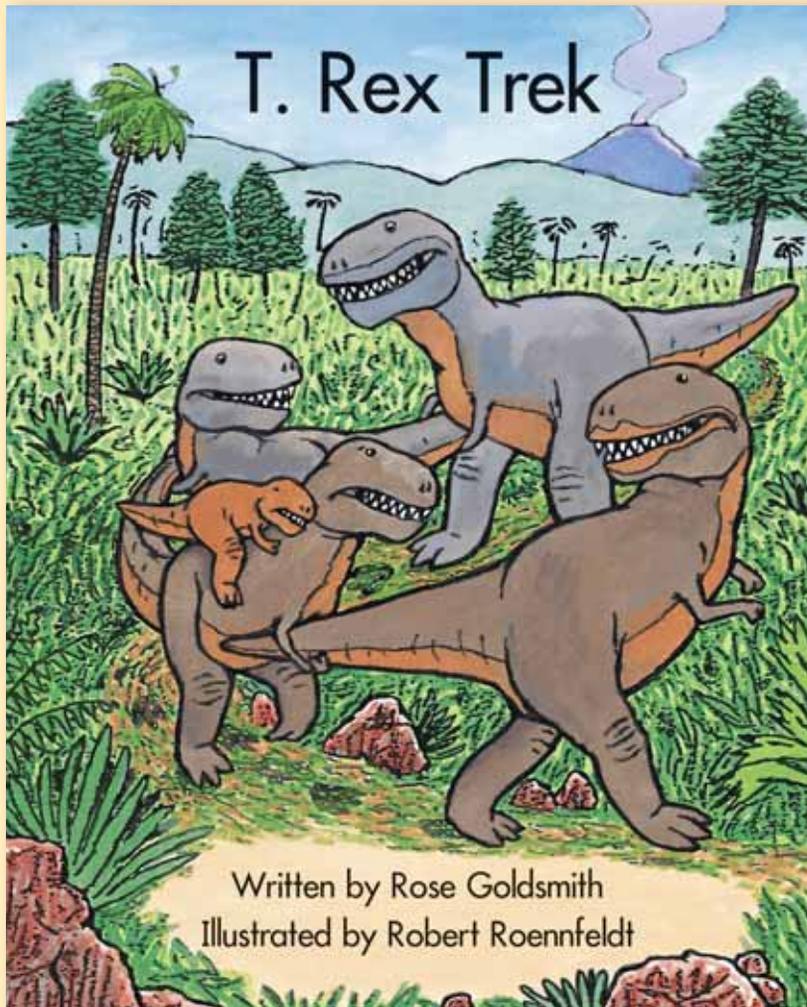
What Lived in
That Shell?

Camping In

Australian
Sea Lions

Why the Turtle
Does Not Fly

Active Volcanoes



Level	23
Word Count	594
Text Type	Narrative (adventure)
High-Frequency	family
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have students read the title, and the names of the author and illustrator on the front cover. Ask students to link the title to the picture. What is a trek? What are the dinosaurs doing? Can students make predictions about the adventure?

Read the title page.

DURING READING

Set students a purpose to read, with a focus question for each page or several pages. Explain to students that you will be asking a question before they read the text, and that they read silently. They should be ready to answer when they have finished reading the sample.

Ask, before students read each page –

Pages 2–3 What are the dinosaurs doing?

Pages 4–7 What has happened to T. Rex Troy?

Pages 8–11 Why are the dinosaurs holding on to the tail of the dinosaur in front of them?

Pages 12–13 Why can't the dinosaurs slow down because of T. Rex Troy's sore leg?

Pages 14–15 How did baby T. Rex Tad fall over the side?

Pages 16–19 How did they get T. Rex Tad back on the ridge again?

Pages 20–21 Why did the baby dinosaur ride on T. Rex Trixie's back?

Pages 22–24 Where did the dinosaurs find a new home?

AFTER READING

Ask students what the three main events in the plot are. Have them work with a partner to find the three key sentences, for the main events on the trek.

Ask students, with their partner, to read half the story each.

Developing Specific Skills

Questions and answers – Check that students understand this concept in their oral language – replied (page 6), answered (page 12)

Punctuation symbol (name and meaning) of exclamation mark to express feelings of surprise, excitement, or fear

Voice intonation to convey meaning – explain that the reader would respond with a loud voice to the word BOOM because of the meaning

Word building – *ash* – crash, dash, etc

Focus on the social purpose of family. Discuss the strength of the family in the story and link this to the students' personal experiences.

How does the author start this text? Does it suit its purpose?

MEANING MAKER



Focus on why the dinosaurs went on the trek. Make a picture map of the trek.

Discuss the meaning of the word *valley* and confirm with the dictionary meaning. Paint pictures of hills/mountains and valleys.

TEXT CRITIC



Ask students if the story illustrates the strengths of the family unit well. How has the author done this? Find some examples in the book.

1. Add the prefix *be* and write the words. Read the words.

be

fore _____

cause _____

low _____

hind _____

tween _____

side _____

2. Build words.

ash

ight

c _____

n _____

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Name _____

Match the numbers to the words. Read the words.

- | | |
|----|-------|
| 4 | six |
| 1 | three |
| 6 | four |
| 2 | five |
| 3 | one |
| 7 | two |
| 5 | eight |
| 8 | seven |
| 10 | nine |
| 9 | ten |

Draw four dinosaurs.



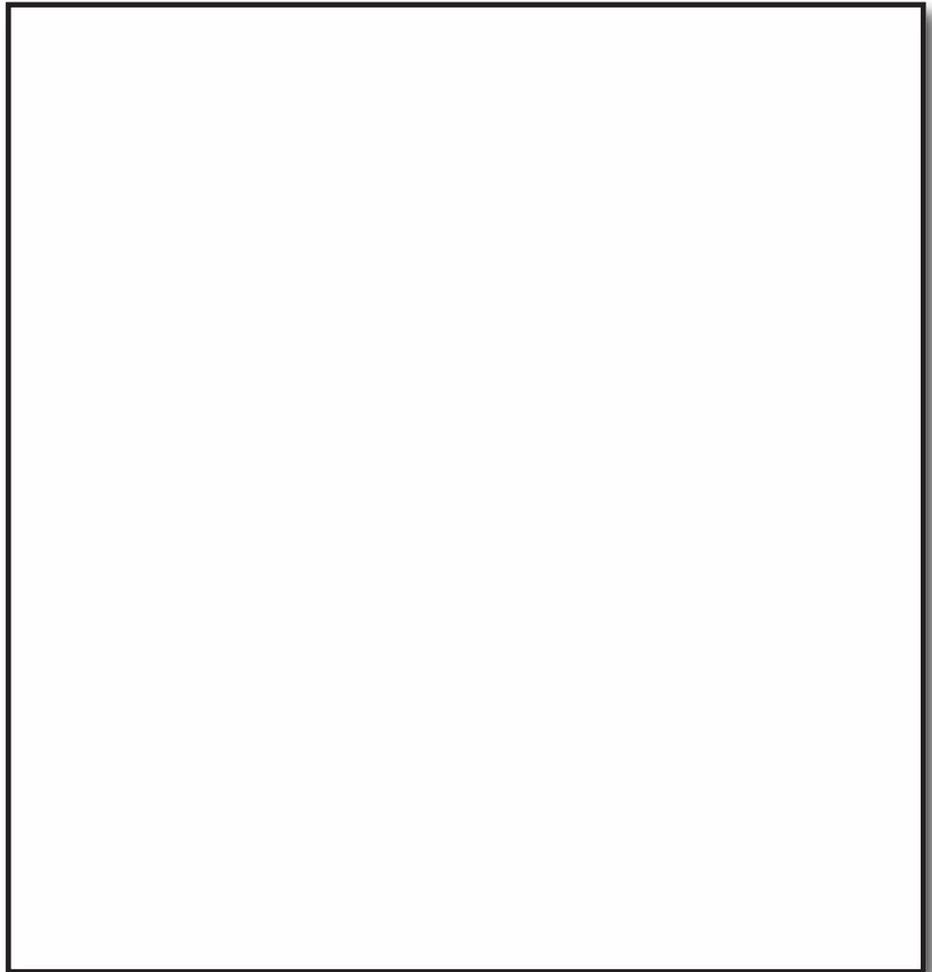
1. Draw a picture showing a volcano blowing its top.

**In your picture
draw these things –**

rocks

fire

ash



2. Write about your picture.
