

Mammoth

Guided Reading

Session One

Working Together

- Focus on the title and ask students what they know about mammoths.
- Look at the table of contents and ask the students what they think they will find out about in this book.
- Ask the students in which text form they might expect this book to be written.
- Work through the first three chapters as follows:
 - Read the chapter heading and ask the students to predict what they think the chapter might tell them.
 - Ask the students to read each spread silently.
 - Discuss the information and the Think Tanks as they occur on each spread.
 - Encourage students to ask questions about the information presented.
- Focus on the *inference* Think Tank on page 15 and discuss.

Working Independently

- Using the *inference* Think Tank on page 15, ask the students to work on independently, recording their responses on BLM 1.



Session Two

Working Together

- Work through the remaining five chapters as follows:
 - Read the chapter heading and ask the students to predict what they think the chapter might tell them.
 - Ask the students to read each spread silently.
 - Discuss the Think Tanks as they occur on each spread.
- Discuss the *comprehension connections* on pages 28–29, *Think about the text*.
- Return to the text and discuss the visual features, e.g., the photographs, illustrations, and time line, and discuss how they contribute to the meaning of the text.

Working Independently

- Students work on BLM 2.

