



Date: \_\_\_\_\_ Name: \_\_\_\_\_ Number: \_\_\_\_\_

## Guided Reading Comprehension – Topaz Band 13 – What Happened to the Dinosaurs?

Page 2: Tick the three statements that accurately describe the purpose of the text on this page.

Highlights the characters the reader will encounter.	Outlines the setting that is featured in the story.	Prepares the reader for the main event in the story.
Gives an overview of the events that are to follow.	Gives the topic background to the reader.	Provides the reader with a list of key words and where they can be found.
Captures the readers' interest and encourages them to read on.	Directs the reader to where definitions to technical vocabulary can be found.	Introduces the topic to be discussed.

Page 5: Look at the paragraph beginning 'We know that...'. In this paragraph, the author uses the word 'existed'. Which word below is closest in meaning to it?

lived	endured	invented
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Page 5: How can scientists tell when the dinosaur was alive?

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Pages 6 & 7: Number these events to describe how a fossil is formed.

	Minerals found in water washes over the bones.
	A layer of sand or mud buries a dead animal.
	The bones become stone over time.
	Soft parts of the animal can leave impressions in the stone too.
	Other things can be fossilised too, even plants or footsteps.

Page 8: Use the glossary to find and copy the definition of the word '**climate**' as has been used on this page.

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Page 9: Why do **you** think that Pangaea was called a supercontinent?

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Page 12: How did the survival of some dinosaurs depend on certain plants?

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Page 17: What is amber?

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Page 20: Do you think that this is a fact? Explain your answer below, making reference to the text.

*“...the Earth was in darkness for months as the air was full of ash and dust.”*

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Page 24: Give 3 reasons why scientists believe some dinosaurs developed into birds.

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