

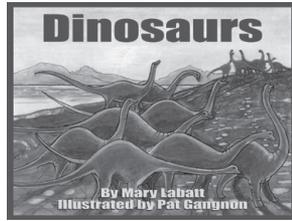
DINOSAURS

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Genre - Report

Set 18 - 252 Words

Building Anticipation - Setting the Context

Do a KWL (know, wonder, learn) chart on dinosaurs and then ask the students to group the related facts. Discuss each group of facts as a chapter of a possible book about dinosaurs. Decide on titles for the chapters and arrange the titles of the chapters you have recorded into a possible Table of Contents for a book about dinosaurs.



Introduction

Pass out the book, *Dinosaurs* and examine the Table of Contents. Ask questions such as: *What information is found on page ...?* Introduce the Index and discuss the difference between an Index and a Table of Contents. Put the pronunciations of the words from the Index-Pronunciation Guide on chart paper and talk about how this is helpful. Then ask students to read the book to find out about dinosaurs.

Discussion – Book Talk

Right there questions:

What information did the author include that was the same as our KWL chart?

Where can you find out how to pronounce the names of the dinosaurs?

For which dinosaur did the author give two names?

Which dinosaur had a neck frill for protection?

What did the Stegosaurus have for protection?

Think and search questions:

Which of the dinosaurs were plant-eaters?

Find the words that talk about how many dinosaurs (some, many).

How did the author let us know the size of the dinosaurs?

Why is Tyrannosaurus sometimes called Tyrannosaurs Rex?

On your own questions:

Which of the dinosaurs is your favorite and why?

How do we know that dinosaurs existed?

What animals today do you think are the relatives of dinosaurs? Look at the KWL chart. Are there still any unanswered questions? Where could you go to find the answers to those questions?

What features of a reference book would help you find information?

Creative Response – Independent Practice

Report Writing

With students make a web of information they would include in a book about your school. Group the suggestions with a heading for each grouping. Write the headings on strips of paper and have students sort

them into the best order for a book. These headings are the chapters in the Table of Contents. Make a copy of the Table of Contents to include in the final book. Assign each student a chapter to write including only information that fits the chapter. Once the chapters are complete, assemble the book following the Table of Contents. Number the pages. You could create an Index and Pronunciation Guide as well.

Oral Presentation

Practice the script included on the reproducible master and perform for another group or class.

Research

Using other information books, have students practice using the Index and Table of Contents to find specific information.

Game

Using multiple copies of a book containing a Table of Contents and an Index, make a team game. Divide the students into teams and have everyone use the Table of Contents and Index to answer questions such as: *What information is located on page ...?* The teams have so many seconds, depending on the complexity of questions, to give a team answer. The team with the highest number of points wins the game.

Read Aloud and Poetry Connections

Dinosaur Dream by Dennis Nolan, Aladdin Paperbacks, 1990.

Dinosaur Time by Peggy Parish, Arnold Lobel, Harper Festival, 1990.

If I Had A Brontosaurus, poem by Shel Silverstein from *Where the Sidewalk Ends* by Shel Silverstein, Harper Collins 1974.

The Big Book of Dinosaurs by Angela Wilkes, DK Publishing, 1994.

The Dinosaur Dinner, poem by Dennis Lee from *Jelly Belly*, Macmillan of Canada, 1983.

The Strange Creatures that Really Lived by Millicent Selsam, Scholastic Books, 1987.

What Did Dinosaurs Eat? by Elizabeth MacLeod, Kids Can Press, 2001.

Learning about Language – Focused Teaching

High Frequency Words - long, left, time, walk, walked

Interest Words - dinosaurs, earth, nests, circle, herd, spikes, duck-billed, webbed, reptiles

Word Families and Letter Clusters – Names of dinosaurs

Structural Features of Words – Suffix: saurus

Text Features - Words to denote a quantity: some, many

- Hyphenated words: plant-eater, meat-eater

- Bold type - Table of Contents - Index and Pronunciation Guide



Readers' Theater

Dinosaurs

Characters

**Time Traveler 1, Time Traveler 2, Apatosaurus, Stegosaurus,
Corythosaurus, Triceratops, Tyrannosaurus Rex**

Time Traveler 1: We have just traveled back to the time of dinosaurs for our interview. Good evening. And who are you?

Apatosaurus: I am called by two names, Apatosaurus and Brontosaurus.
You don't need to be afraid of me because I am a plant-eater.

Time Traveler 2: Here comes another dinosaur. Excuse me, Miss. I know you are a Stegosaurus but could you tell our listeners something about yourself?

Stegosaurus: I too, am a plant-eater and I am proud of the spines on my back and spikes on my tail. Do be careful where you walk. We dinosaurs lay our eggs in nests. Oh, Corythosaurus is coming.

Time Traveler 1: Goodness, the Corythosaurus is funny looking. He is duck-billed, has webbed feet and has a crest on his head. Excuse me, Corythosaurus.

Corythosaurus: Sorry, can't talk. I love to swim. See you later.

Triceratops: He can swim away to protect himself.
I have three horns and this neck frill to protect me.

Time Traveler 2: It does look like good protection.
Who would you be protecting yourself from?

Triceratops: The Tyrannosaurus Rex, of course! He is the king of all dinosaurs!

Time Traveler 1: Hmm. Do you hear a pounding and thundering sound?

Triceratops: It's the king! Run! He is a meat-eater!

Time Traveler 2: We are signing off now and will be returning to our own time where we can see less fearsome reptiles - crocodiles, snakes, lizards, and turtles.

Time Traveler 1: HURRY!

Time Traveler 2: Goodbye and tune in tomorrow for our next trip into the past.