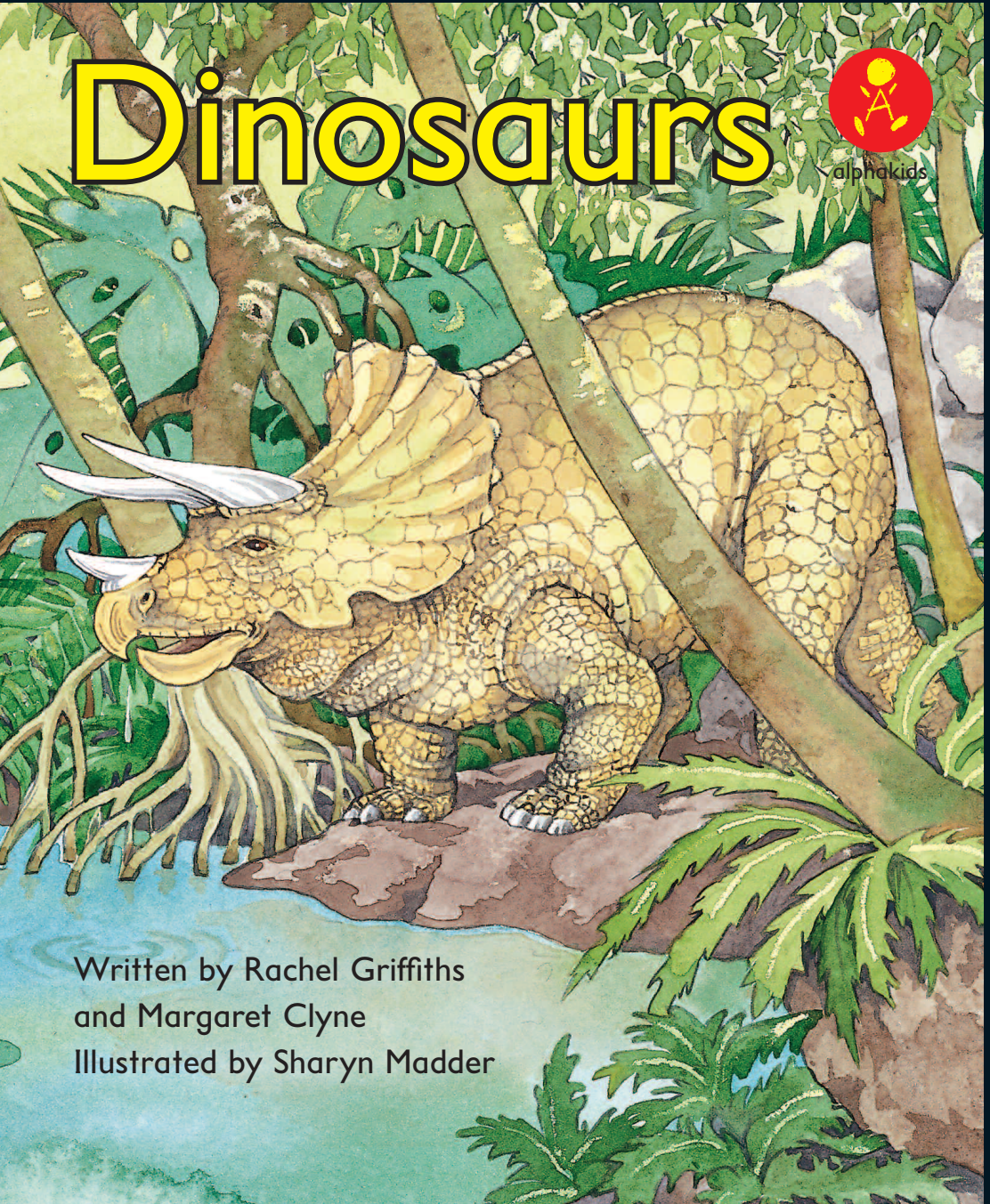


Teacher Edition

# Dinosaurs



Written by Rachel Griffiths  
and Margaret Clyne  
Illustrated by Sharyn Madder

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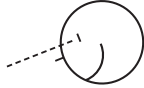
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

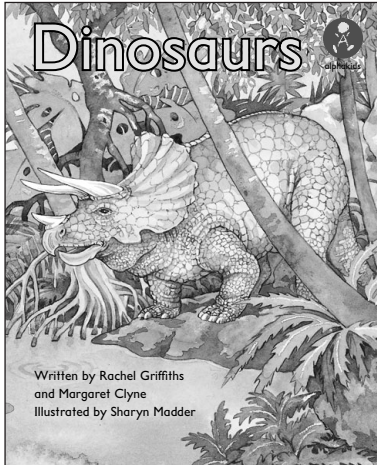
- Captions are used.
- A table of information is included.

## Vocabulary

Archaeopteryx, blunt, dinosaurs, Diplodocus, flippers, fly, Ichthyosaurs, Iguanodons, kinds, meat, plants, sharp, swim, teeth, Triceratops, Tyrannosaurus rex, wings

## Setting the context

Prior to the guided reading session you may like to prepare a chart like that provided on page 16 of the book. Ask the children to describe the dinosaurs they know about. Add the information to the chart as the children answer the following questions: *How did dinosaurs walk? What did they eat? Could they swim? Could they fly?*



## Front cover

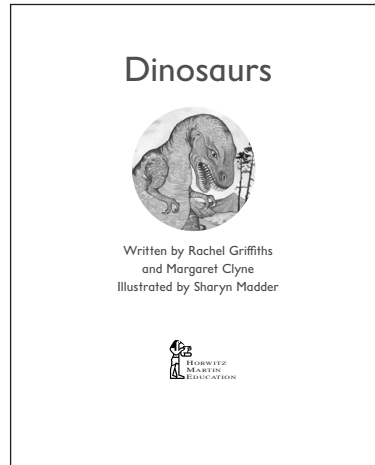
Look at the cover and read the title of the book. What type of dinosaur can you see? What food do you think it ate? Tell me about where it lived. What do you know about other types of dinosaurs?

## Background information

*Dinosaurs were a group of prehistoric reptiles that died out about 65 million years ago. They were either carnivorous or herbivorous creatures.*

## Introducing the book

*This book is about dinosaurs. Turn through the book with the children. What do you think this page is about? This page is about what these dinosaurs ate. What do you think these dinosaurs ate? Yes, these dinosaurs ate plants. They had blunt teeth.*



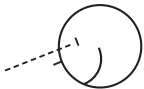
## Title page

What type of dinosaur is this? What do you think it ate? Point out the names of the authors and the illustrator. This time there are two authors.



### **Talkthrough**

*This story is set a long time ago. Tell me about the different types of dinosaurs in the picture. Tell me how they moved and where they lived.*

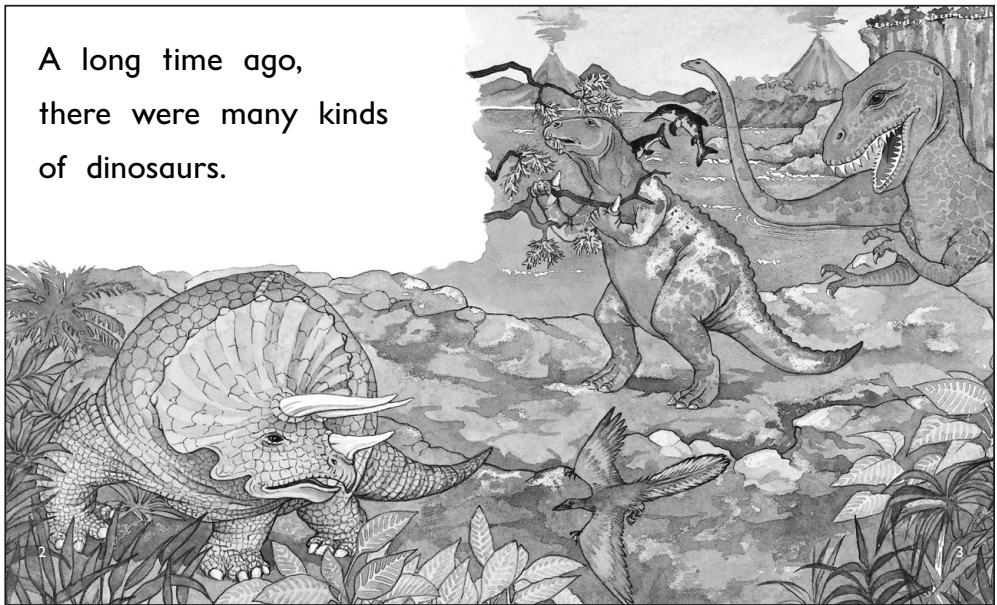


### **Observe and support**

Observe the children as they read. Do the children understand the text at a literal level?

*Where did the dinosaurs live?*

A long time ago,  
there were many kinds  
of dinosaurs.





### **Talkthrough**

*These dinosaurs ate plants. What type of teeth did they have?  
Tell me about the special features of these dinosaurs.  
Why is a word in the yellow box? This is a caption. It tells us the  
name of the dinosaur pictured here. This dinosaur is called  
Diplodocus.*



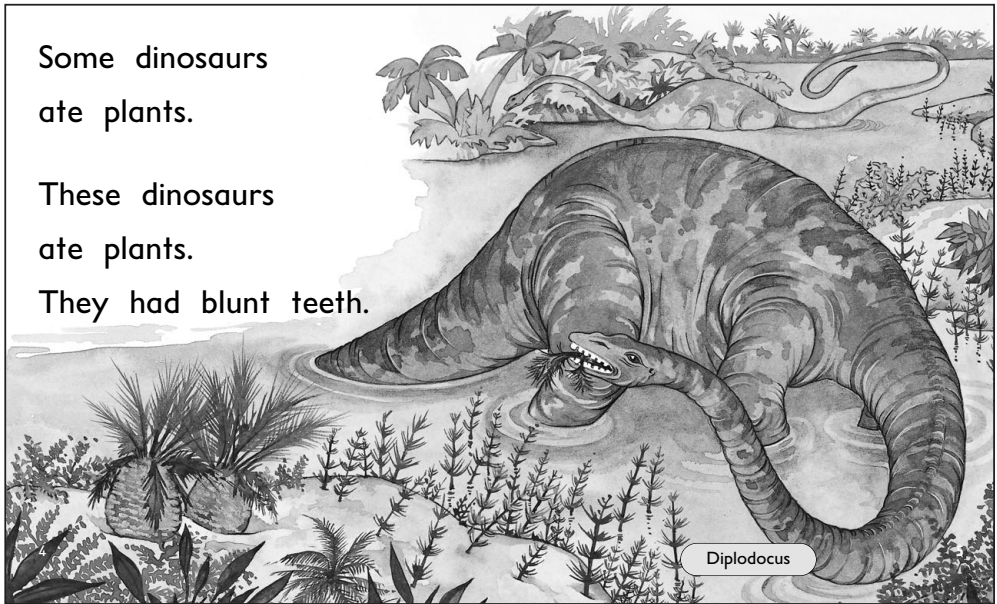
### **Observe and support**

*Observe the children as they read. Do the children stop  
and correct any errors?  
I like the way you stopped and re-read the sentence so that it  
made sense.*

Some dinosaurs  
ate plants.

These dinosaurs  
ate plants.

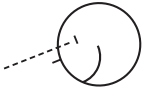
They had blunt teeth.





### **Talkthrough**

*These dinosaurs ate meat. What type of teeth did they have?  
Who can read the caption for us? Yes, it is Tyrannosaurus rex.*



### **Observe and support**

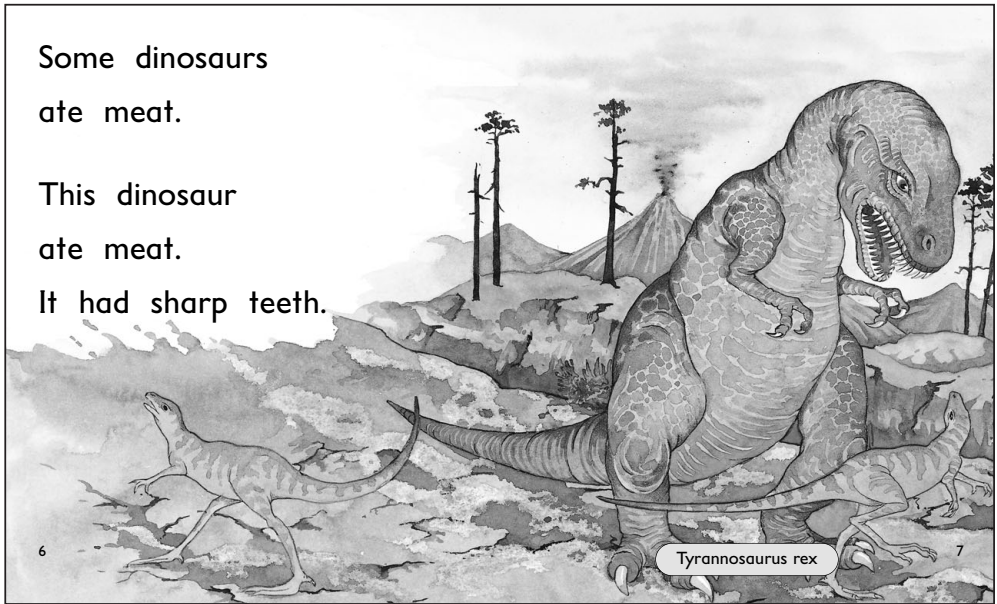
*Do the children use the punctuation to support fluent reading? Do they pause at full stops?  
I like the way that you read that page so that it sounded as if you were talking.*



Some dinosaurs  
ate meat.

This dinosaur  
ate meat.

It had sharp teeth.

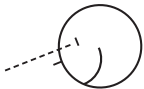


Tyrannosaurus rex



### **Talkthrough**

*Some dinosaurs could fly. This dinosaur is called Archaeopteryx. Why would it have sharp teeth and sharp claws? What do you think it ate?*

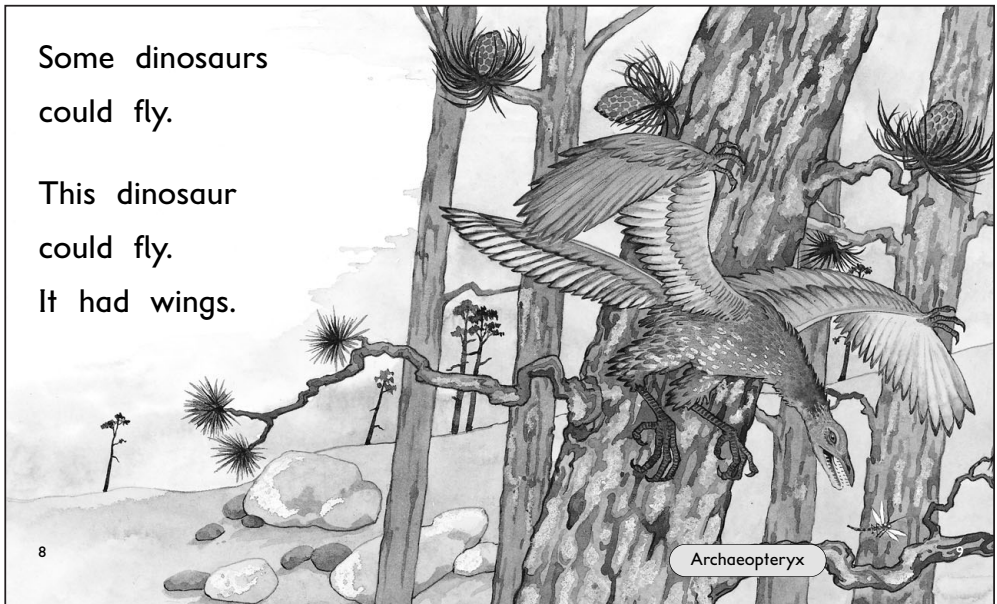


### **Observe and support**

*Can the children explain what the captions are for? Point to the caption. Tell me what information this gives us.*

Some dinosaurs  
could fly.

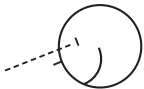
This dinosaur  
could fly.  
It had wings.





### **Talkthrough**

*Some dinosaurs could swim. They are called Ichthyosaurs. What helped them to swim?*



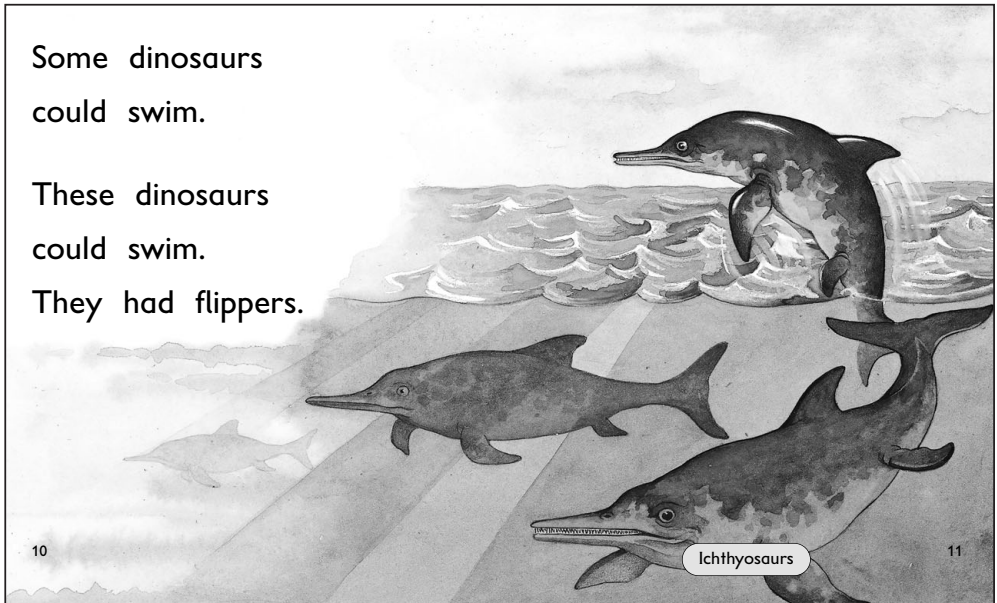
### **Observe and support**

Can the children recognise the word 'some'?  
*Find the word 'some'. What do you need to remember about this word when you are spelling it?*

Some dinosaurs  
could swim.

These dinosaurs  
could swim.

They had flippers.



10

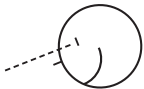
11

Ichthyosaurs



### **Talkthrough**

*These dinosaurs are called Iguanodons. How did they move about? Yes, they walked on two legs. Do you think they could move very quickly? Why or why not?*



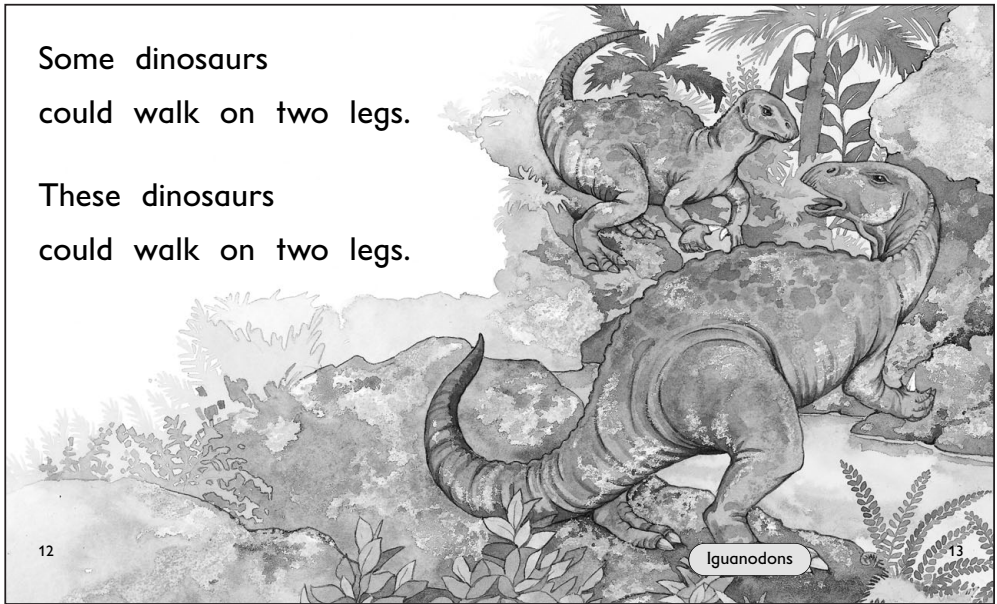
### **Observe and support**

Can the children understand the literal meaning of the text?

*How did these dinosaurs move about?*

Some dinosaurs  
could walk on two legs.

These dinosaurs  
could walk on two legs.



Iguanodons

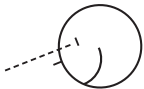


### **Talkthrough**

*What dinosaur is this? Why is it called Triceratops?*

*It has three horns.*

*How do you think it moves about? What do you think it might eat?*



### **Observe and support**

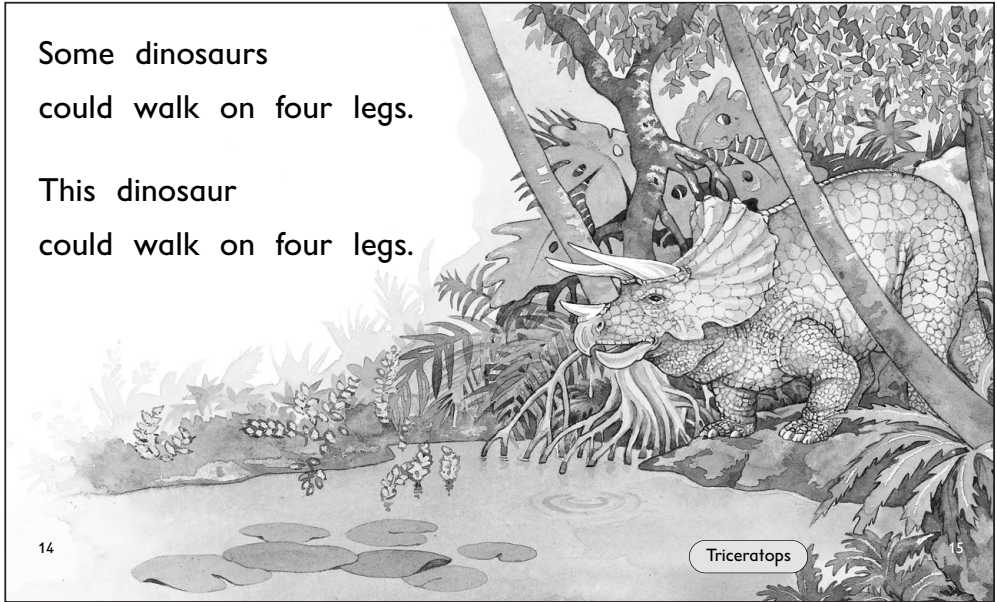
*Can the children say what they have learned about dinosaurs from this book?*

*Tell me what you have learned about dinosaurs from reading this book.*



Some dinosaurs  
could walk on four legs.

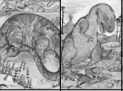





This dinosaur  
could walk on four legs.





## Talkthrough

On this page there is a table. It is a summary of all the facts about dinosaurs that were in the book. At the top are the names of the dinosaurs. The writing down the side tells us information about dinosaurs such as 'ate meat'. The red dots tell us which dinosaurs did which things. Which dinosaurs ate meat? Which dinosaurs swam?

	Diplodocus	Tyrannosaurus rex	Archaeopteryx	Ichthyosaur	Iguanodon	Triceratops
						
Walked on four legs	●					●
Walked on two legs		●	●		●	
Ate meat		●	●	●		
Ate plants	●				●	●
Flew			●			
Swam				●		

16



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*What kind of teeth did plant-eating dinosaurs have?*

*Could all dinosaurs fly?*

*What would a dinosaur need to be able to swim?*

## Being a code breaker

Explore the following language feature:

- Hearing words: ask the children to listen for the number of syllables in words read from the text; for example, dinosaur (3 syllables), sharp (1 syllable), many (2 syllables), flippers (2 syllables).

## Being a text user

Refer to the text when discussing these questions:

*What kind of book is this?*

*How do you know?*

*How do you read the table on page 16? What information does it have? Where else can this information be found?*

Refer to the chart made prior to reading the book.

*How is our chart the same as the one in the book? How is it different?*

If there are discrepancies between the class chart and the one in the book, encourage further research to check for accuracy.

## Being a text critic

*What did the authors need to know to write this book?*

*Which information have they left out?*

## Assessment

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Can the children:

- point to the captions and say what they are for?
- say what they learned about dinosaurs from reading the book?

## Responding to text



Make a model of a scene from the days of the dinosaurs. Provide the children with modelling clay, craft sticks, coloured paper, cardboard and other recycled materials. Ask them to include dinosaurs that ate meat and dinosaurs that ate plants. Remind them to label their scenes.



Ask the children to pick their favourite dinosaur. As a group, discuss why they like particular dinosaurs. Encourage the children to write about their favourite dinosaur, including any facts about them. They could complete further research into dinosaurs by browsing through books, CD-ROMs and the Internet.



Create an illustrated list of dinosaur facts. Have the children make their own illustrated list of dinosaur words. This can then be used as a reference list for other dinosaur-related writing.

## Writing

Ask the children to use the information in the book to make a poster about dinosaurs. Encourage them to use captions and labels to provide extra information.



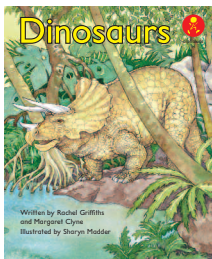
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Dinosaurs

**Curriculum link:** Science

**Text type:** Report

**Reading level:** 4

**Word count:** 84

**High-frequency words:** could, had, it, of, on, some, there, these, they, this, were

**Vocabulary:** Archaeopteryx, blunt, dinosaurs, Diplodocus, flippers, fly, Ichthyosaurs, Iguanodons, kinds, meat, plants, sharp, swim, teeth, Triceratops, Tyrannosaurus rex, wings

### Possible literacy focus

Using captions with illustrations.

Reading reports for information.

Reading tables.

### Summary

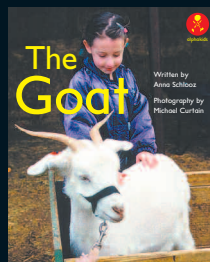
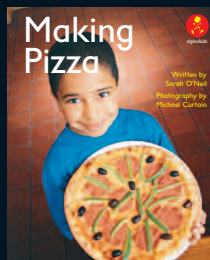
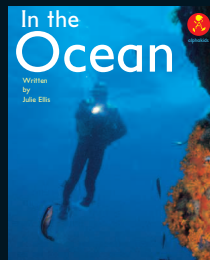
This book is a report about dinosaurs. It gives facts about six different dinosaurs. A clearly laid out table provides another way for children to view this information.

ISBN 0-7253-3374-X



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## Other books at this level



alphakids