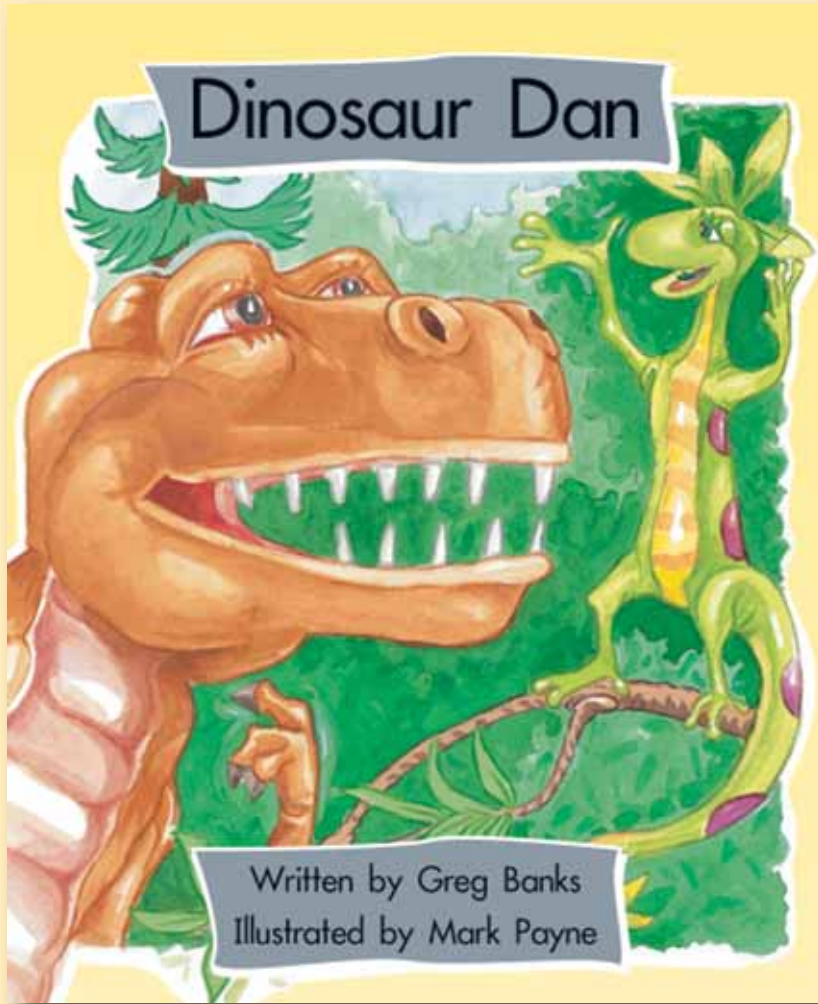




# Level 10

## Book c



Level	10
Word Count	192
Text Type	Narrative
High Frequency Word/s Introduced	as, had, saw



What Time  
Is it?

Mrs Popinops  
Ghost

Dinosaur Dan

Bad Weather, Good  
Weather

Sorry Gets Lost

The Nosey Spider

Places Where People  
Live

The Moon Landing

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children 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 that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



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



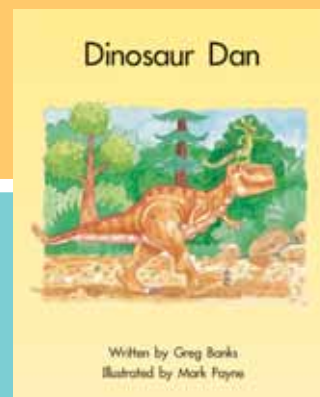
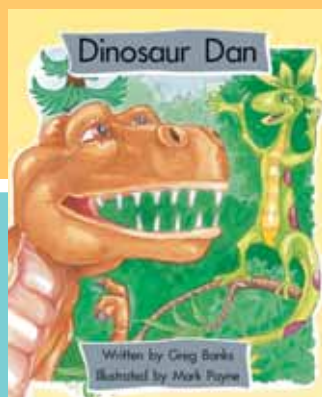
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Discuss with the children what they know about dinosaurs. How big were dinosaurs? Ask them which of the animals on the cover and title pages is a dinosaur. What is the other animal?



Ask the children what the name of this dinosaur is. Are Dan and the lizard friends? What tells the children that they are friends?

AFTER READING

BEFORE READING 2/3

Have the children look at this picture of Dinosaur Dan. Ask them to describe him. What are his teeth like? What is his head like? What are his legs like?



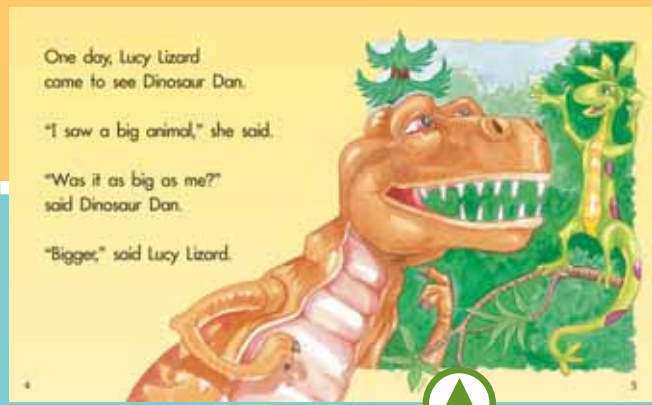
Ask the children what size Dinosaur Dan is. What does he have that is big? Ask the children how they know what size Dinosaur Dan and his head, legs, and teeth are. Have them point to the text that tells them this.

AFTER READING

BEFORE READING 4/5

Ask the children where they have seen this picture before. Ask them what they think Dinosaur Dan and the other animal are talking about.

Ask the children how big the animal that Lucy saw was. How has the illustrator shown that Lucy is talking about size?



Have the children name the creature that comes to see Dinosaur Dan. What did she see? What did Dan ask her about the animal she saw?

Have the children scan the text for the word as. What other words have an a in them that makes the same sounds as the "a" in as?

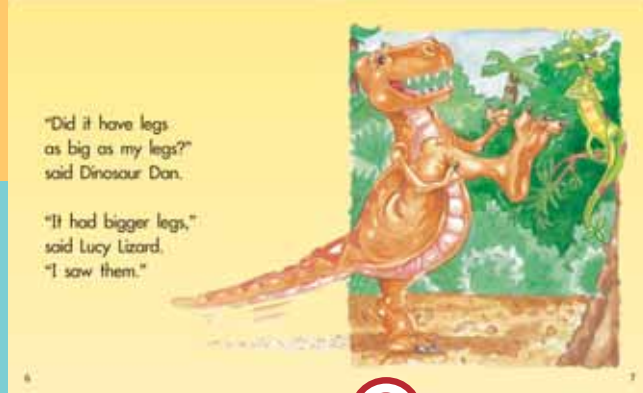
AFTER READING



Discuss with the children if they think that Dinosaur Dan will believe that Lucy Lizard has seen an animal bigger than he is. What do they think he is doing in this picture?



Have the children scan the text for the word *bigger*. Ask them to find the base word for *bigger*.



Ask why Dan is comparing his legs with the animal Lucy saw.



Why is Dan worried that Lucy has seen a bigger animal? What do the children think the author wants them to understand?



Have the children look at the picture. Draw their attention to Dan's arms. What part of himself is Dan talking about now?



Compare the two uses of the word *big* on this page. How and why are they different?



Ask the children what question Dinosaur Dan asks Lucy Lizard. How does she answer the question?

BEFORE READING 10/11



Ask the children what part of himself Dinosaur Dan is talking about now. How can they tell?



Have the children demonstrate their understanding of the concept of big, bigger, and biggest.



Ask the children if Lucy saw the other animal's teeth. How big does she say they were?



Have the children think about what they have read. Ask them how Dinosaur Dan's question has changed from earlier pages.

AFTER READING

BEFORE READING 12/13



Discuss the look on Dinosaur Dan's face with the children. Why does he look this way? What might he be saying?



Have the children scan the text for the word saw. Ask the children to tell you the meaning of the word *biggest*.



Ask the children who Dan says is the biggest animal. Who does he think has bigger teeth than his? What does Lucy say?



Discuss with the children what Lucy means by "Come with me and you will see." What will Dan see if he goes with Lucy? Why will the big dinosaur follow the little lizard? What does the author want the children to think?

AFTER READING

What Time Is it?

Mrs Popinpop's Ghost

Dinosaur Dan

Bad Weather, Good Weather

Sorry Gets Lost

The Nosey Spider

Places Where People Live

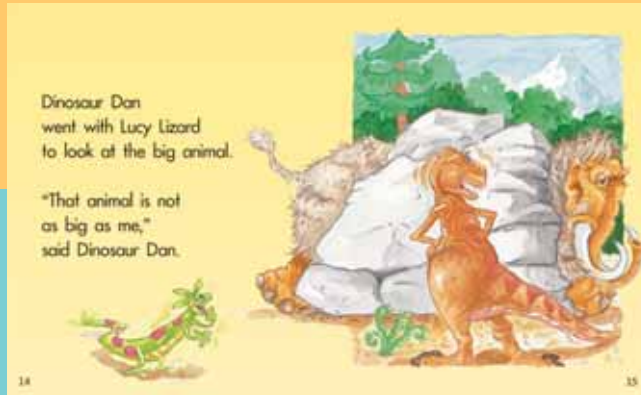
The Moon Landing



Ask the children if this animal is bigger than Dinosaur Dan. What parts look bigger?



What is the problem in this narrative?



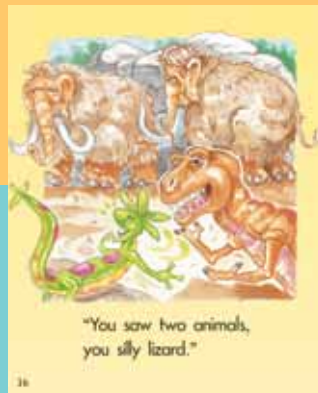
Ask the children if Dinosaur Dan went to see the other animal. What did he say when he saw the other animal? Discuss what Dan thinks about the other animal. Ask the children if they agree with Dan or not. And if not, why not?



Discuss change of perspective with the children. Ask them why they can now see two animals. What side of the rock are we now looking at? Ask the children why Dinosaur Dan calls Lucy Lizard "silly."



Have the children read the book independently. Ask them to respond to the punctuation when they read. Remind them to change their voice for direct speech.



Discuss whether the author wanted the children to think that Lucy wanted another animal to be bigger than Dan. Why?

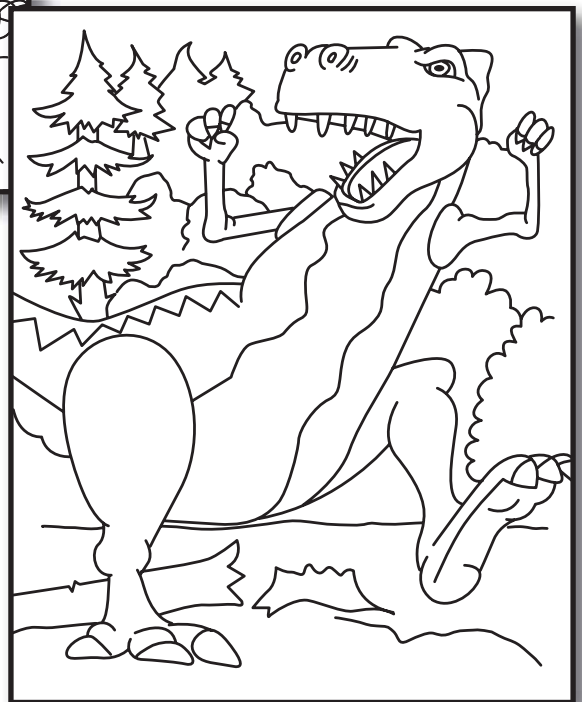
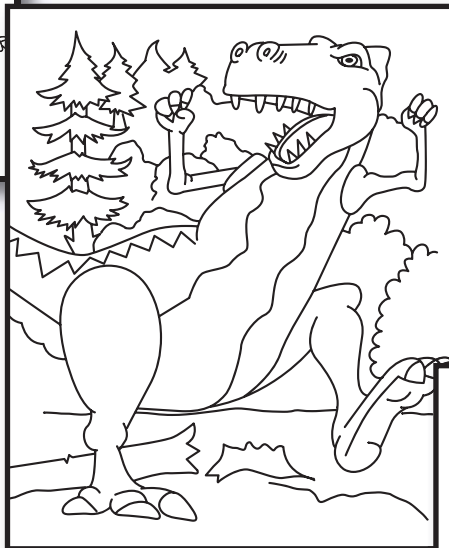
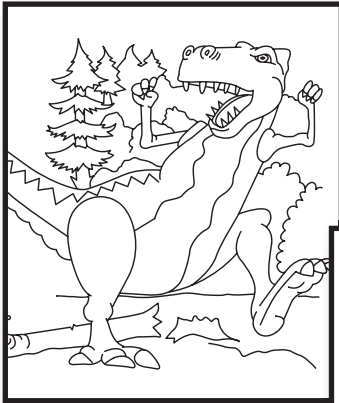
**10 c Dinosaur Dan**

**Name** \_\_\_\_\_

Use the following words to label the pictures below:

**Bigger      Biggest      Big**

Colour the pictures in when you have labelled them.



# 10 c Dinosaur Dan

Name \_\_\_\_\_

Use the words **as**, **saw**, and **had** to complete the following sentences. Then colour the picture.

“Did it have legs \_\_ big \_\_ my legs?”  
said Dinosaur Dan.

“It \_\_\_ bigger legs,” said Lucy Lizard.

“I \_\_\_ them.”

“I \_\_\_ its teeth. It \_\_\_ the two biggest teeth  
I have ever seen.”

