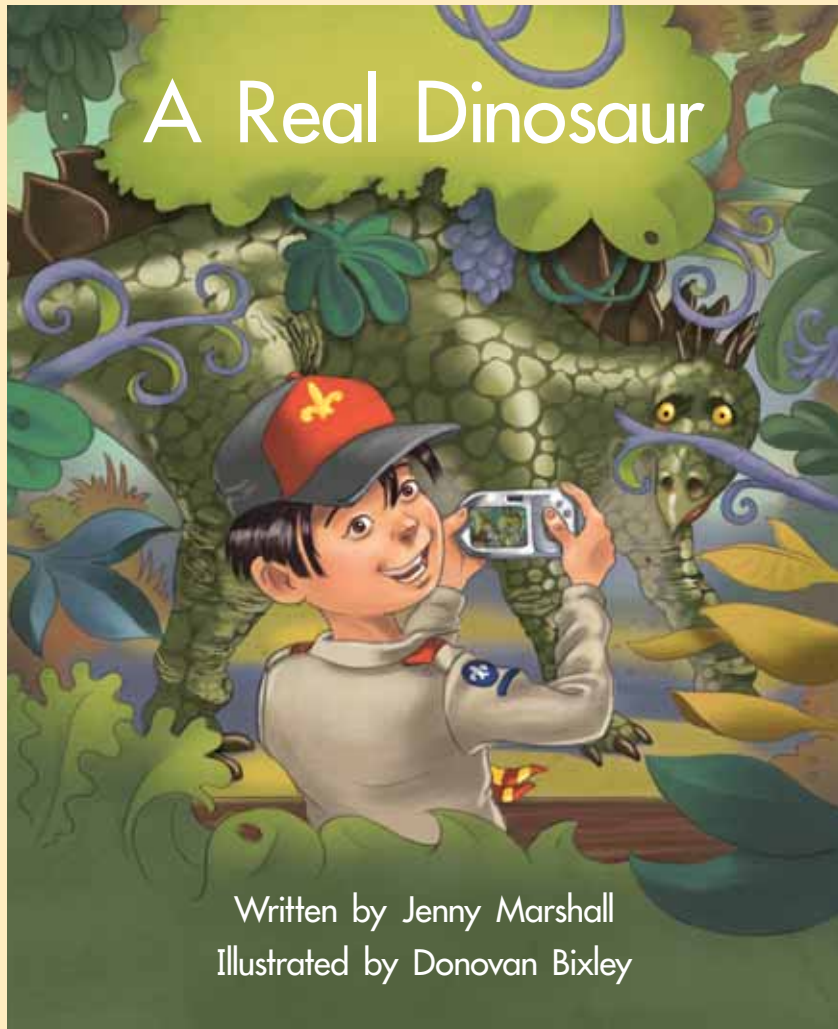




# Level 10

## Book f



Level	10
Word Count	203
Text Type	Narrative
High Frequency Word/s Introduced	

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. 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)*



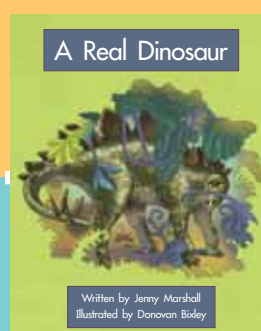
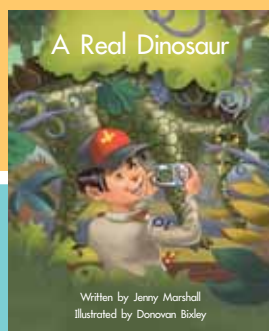
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



What sort of text is this? Is it an information book or a story book? Tell the children to use the pictures for clues.



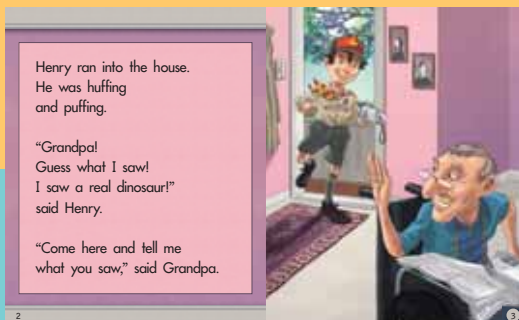
Ask the children what they know about dinosaurs. What do the children think might happen in this story?



Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

AFTER READING

Ask the children to describe the characters. Discuss the elderly man. What is his relationship to the boy? Where might the story take place?



Ask the children why Henry was huffing and puffing. What did Henry think he saw? Do the children think Henry could have seen a dinosaur?

Ask the children to find the words *house* and *real*. Can the children list more words with the same *ou* and *ea* sounds? Clap the syllables in *dinosaur*.

Ask the children what Henry is showing Grandpa. What do the children think Henry has taken a photo of?

Discuss the picture under the text on each page. What clues tell us that each of the pictures stands for the photo Henry is showing his Grandpa and describing in the text?



What word does Henry use to describe the dinosaur? What word describes its legs?

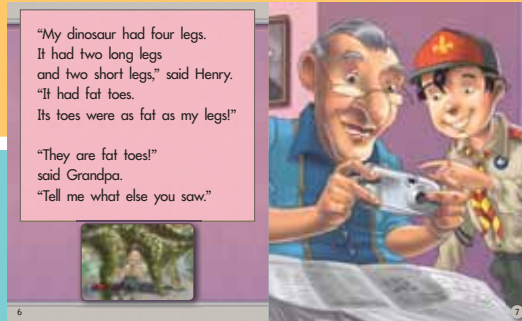
Ask the children to identify the word *was*. Have them place it in sentences to clarify past and present tense. Ask the children to find the word that stands for *That is*. What letter does the apostrophe stand in place of?



Ask the children to describe the expressions on the characters' faces. Why do they think Henry and Grandpa are so excited?



Talk about the kind of relationship Henry and Grandpa have. Do the children have a similar relationship with a grandparent or other family member?



Ask the children what Henry describes about the dinosaur now. What word describes two legs? What word describes the other two legs? Tell the children that numbers are describing words, too.



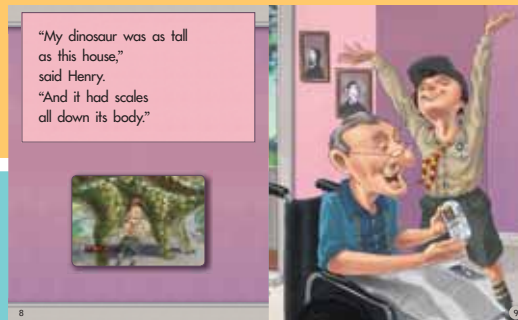
Ask the children to find the word *had*. Have them place it in sentences to share with the group.



Have the children describe what Henry is doing in the picture. What do the children think Henry is feeling?



Have the children predict what Henry might be saying. Encourage them to use describing words. Discuss how adjectives help create images.



Ask the children what Henry said. Have them refer to the exact words in the text.



Discuss speech marks. Explain that speech marks are used when someone is talking. Locate the speech marks on the page. How do speech marks affect our reading?

## BEFORE READING 10/11

Have the children tell you what Henry is doing now.

What is Henry describing now? Can the children think of some text for this picture?



## AFTER READING

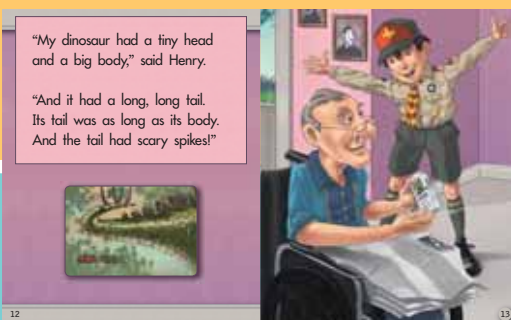
Could Henry really have seen a dinosaur? Why or why not?

What word describes the rows? What two words describe the spikes? Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.

## BEFORE READING 12/13

Ask the children to tell you what Henry is doing now. Where might Henry have been when he saw the dinosaur?

Can the children think of some text for this picture? Encourage the children to use vocabulary and style similar to Henry.



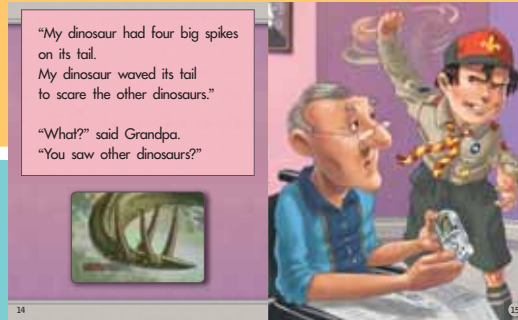
## AFTER READING

Ask the children what word Henry uses to describe the spikes. What words describe the head and the tail? Can the children think of their own adjectives to describe the tail?

Identify the word *tail*. What other words have the same *ai* sound? Identify the word *long*. Why has the author repeated this word? What word means the opposite of *long*?

Ask the children to describe what is happening in this picture. Have them notice the expressions on the characters' faces.

How has the illustrator shown movement in this picture? How will this help us understand the text?



Ask the children if they think Grandpa believes Henry's story. Why or why not? What might he be thinking?

Ask the children to identify the words *What* and *saw*. Have the children place them in sentences to clarify meaning and use. Review direct speech and questions. Why are there speech marks here? What do the speech marks show?

Have the children look at the final picture and tell you how things have turned out. Where has Henry been?



Talk to the children about a time when they visited a museum. What did they see? Did they take photos?

Talk about what the children liked most about the book. Would they recommend the book to their friends?

Match the words with their opposites.

The first one has been done for you.

can                      down

inside                      can't

up                      will

short                      don't

do                      big

tiny                      tall

won't                      outside

Circle the describing words.

“My dinosaur was big!” said Henry.

“It had thick legs.

They were as thick as my body!”

“My dinosaur had a tiny head  
and a big body,” said Henry.

“And it had a long, long tail.

And the tail had scary spikes!”

Draw your own dinosaur  
on a clean sheet of paper.

Write three words to describe the dinosaur.