Springboard

Level 26
Book h

Level	26
Word Count	777
Text Type	Information Report
High-Frequency Word/s Introduced	large, live

MACMILLAN

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.

This symbol relates to decoding (code breaker)

This symbol relates to use (text user)

This symbol relates to comprehension (meaning maker)

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

BEFORE READING

Have the students read the title and the name of the author on the front cover. Ask the students – *What do the abbreviations* dino *and* info *stand for? What other clues on the contents page tell you what this book is about?*

Brainstorm with the students – *What do you know about dinosaurs?* This is the first question in the introduction. Record the students' responses on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each chapter. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the pages.

Before the students read each chapter, ask –

Pages 2–5 *Which dinosaur was a carnivore? Which dinosaur was a herbivore? What is the name of the animal still living today that scientists believe is related to dinosaurs?*
Pages 6–9 *What are fossils? How are fossils formed? What can scientists learn about dinosaurs from fossils?*
Pages 10–11 *Which is the oldest-known dinosaur? In which period did this dinosaur live?*
Pages 12–15 *When scientists find fossils, what do they look at to help work out the size of dinosaurs? Which is one of the biggest dinosaurs? How long and high did it grow? Which is one of the smallest dinosaurs? How long did this dinosaur grow?*
Pages 16–19 *Which is one of the fastest dinosaurs? What does this dinosaur's name mean? Which is one of the slowest dinosaurs? This dinosaur has two names. What are its two names and how did it come to have two names?*

AFTER READING

Read the introduction aloud to the students, modelling the pronunciation of the dinosaurs' names. Explain how the pronunciation is assisted by the syllables in brackets.

Ask the students to work with a partner. Have them each reread aloud half the book. Ask the students to focus particularly on the pronunciation of the dinosaurs' names and to say each dinosaur's name several times when they come to it in the text.

CODE BREAKER

Developing Specific Skills

Word building – superlatives – *oldest*, *slowest*, *fastest*

Use the BLM to complete the table of comparative and superlative adjectives.

TEXT USER

Ask the students to look at the information about dinosaurs that was recorded on the board before they read the book. Compare this with the dinosaur facts on pages 20–21. Ask the students – *Is any information repeated?* Write a class dinosaur fact page from the information on the board and further information from the book.

MEANING MAKER

There are bones on every page of this book. Ask the students – *Why are bones important in a book about dinosaurs?*

Look carefully at the illustrations in the book. Ask the students – *How do you think the illustrations of dinosaurs were created?*

TEXT CRITIC

Information about dinosaurs is presented in many ways in this book. List the different ways that information is presented, looking particularly at pages 20–23, as well as the chapters.

Ask the students – *Which way do you prefer to see and read information? Do you think the author has presented the facts about dinosaurs in a way that is easy to understand?*

26h Dino Info

Name _____

Complete the following table of adjectives (describing words). The first one has been done for you. Add three of your own at the bottom of the table.

old	**older**	**oldest**
fast		
big		
	smaller	
slow		
high		
wide		

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26h Dino Info

Name _____

Write the names of the dinosaurs listed below on the country where their fossils have been discovered. The information is in the book *Dino Info*.

Eoraptor

Struthiomimus

Diplodocus

Apatosaurus

Saltopus

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26h Dino Info

Name _____

Most dinosaurs, like the ones we have read about in the book *Dino Info*, have long and complicated names. The names usually tell us something about the dinosaur. Look at the table on pages 20–21 and draw a line to match the dinosaur name with the meaning.

Eoraptor	Double beam
Diplodocus	Fake, or deceptive lizard
Saltopus	Dawn thief
Struthiomimus	Ostrich like
Apatosaurus	Leaping foot

Now make up three dinosaur names of your own with their meaning. Here are two examples for you –

Mashosaurus	Eats mashed potatoes
Stompopus	Stomps on its prey
_____	_____
_____	_____
_____	_____

On the back of this page, write a short story about the three dinosaurs you have created. Use some of the adjectives from the table you completed on sheet 1, for example – oldest, faster, wide, biggest.

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