

About the Book

Text Type: Fiction/Humorous Page Count: 16 Word Count: 393

Book Summary

Can You Say Pterodactyl? is about a young pterodactyl who cannot say her own name. When she tries to introduce herself to a duck and a bird, the strange sounds she makes scare them away. Finally, she meets an owl who helps her learn to pronounce her name, and she successfully introduces herself.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the strategy of connecting to prior knowledge to understand text
- Identify story elements
- Discriminate long /e/ sound in words
- Associate ea and ee letter combinations with the long /e/ sound in words
- Recognize and understand the use of quotation marks
- Identify and understand antonyms

Materials

Green text indicates resources available on the website

- Book—*Can You Say Pterodactyl?* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- Story elements, vowel digraphs ea and ee, antonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *she, said, this*
- Content words: *barely, blasted, bony, breath, brightly, burped, creature, friend, leathery, murmur, pronounce, pterodactyl, rare, rude, scrunch, tongue*

Before Reading

Build Background

- Write the word *pterodactyl* on the board. Ask students to pronounce the word. Have students identify what makes the word difficult to pronounce. Explain that the word *pterodactyl* comes from a Greek word and means *flying reptile*. Ask for other examples of reptiles. Ask students to tell what they know about this animal and others like it.
- Ask students to tell how they might introduce themselves to a new person. Ask what would happen if they couldn't say their name because of a speech difficulty or they couldn't understand the other person because they spoke a different language.

- Discuss what it's like to be in a new situation, such as the new student in a classroom.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *Can You Say Pterodactyl?* (Accept any answers students can justify.) Ask students whether they think this book is fiction or nonfiction and why.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand and enjoy what they read.
- Model making connections to prior knowledge.
Think-aloud: The illustrations on the covers and title page remind me of dinosaurs I have seen in other books. They all have complicated names that are hard to pronounce. Based on the title and the expression of the pterodactyl on the title page, I think the pterodactyl might have a hard time saying its name. It would be hard to make new friends if no one understood your name. I wonder whether this is what the pterodactyl is experiencing. I'll have to read the book to find out.
- Have students preview the covers and title page of the book. Invite them to share how they connected to something they already know.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Use the book preview as an opportunity to introduce unfamiliar vocabulary to students and to model language patterns. For example, on page 3, say: *The pterodactyl is not like any creature that we see living on Earth today. I can see that it has a big, bony-looking beak and very wide wings. The word leathery before wings describes them. It will tell me something about the pterodactyl's wings. Write the word leathery on the board. Review how to break the word into syllables to pronounce it. Ask what other items students know that could be described as leathery.*
- As vocabulary words are mentioned, have students point to the corresponding word to help them make the picture/word connection. For example, on page 4, point to the word *tongue* and ask students how they might figure out the word. Have them think about what the picture tells them and the sound with which the word starts. Read the sentence out loud and ask students whether the word *tongue* makes sense.
- Encourage students to add new vocabulary words to their word journals.

Set the Purpose

- Have students use what they already know about being new and meeting new people to help them understand and enjoy what they are reading.

During Reading

Student Reading


- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number at the bottom corner of the page 3. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before the others to reread the text.
- Model connecting to prior knowledge.
Think-aloud: I feel sorry for the pterodactyl because she cannot say her name and is scaring away new friends. She looks so sad and the little bird has an angry face. It reminds me of times

Lesson Plan *(continued)*

Can You Say Pterodactyl?

when misunderstandings with friends have made everyone unhappy. I hope someone teaches the pterodactyl how to say her name soon. I'll keep reading to discover whether she learns to pronounce it.

- Ask students whether they have been in situations where they wanted to make friends with someone and how they went about it.
- Have students read the rest of the book, looking for information about how the pterodactyl finds help.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how thinking about what students already knew about meeting new people helped them understand what they were reading.
Think-aloud: On page 12, I read how Owl helped the pterodactyl pronounce her name. Getting this help immediately made the pterodactyl more cheerful. This reminds me of a time when a friend helped me with some math problems that I could not understand. I had been feeling that I would never get them right. My friend explained the problems in way that I could understand and I felt happy when I could work out the problems on my own.
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Story elements**

- **Discussion:** Ask students what the author's purpose was for writing this book (to entertain) and to tell how they know.
- **Introduce and model:** Tell students that all stories have certain things in common: *characters* (who or what the story is about), *setting* (where the story happens), *plot* (the events that happen in the story), and a *problem* that the characters need to solve (the problem is usually solved near the end of the story). Explain that *Can You Say Pterodactyl?* has all of these elements.
Think-aloud: In this story, the most important character is the pterodactyl. Without the pterodactyl's problem with pronouncing her name, there would be no story. The plot is about her efforts to introduce herself to other birds and make friends with them. The birds fly around and land on branches so the setting is outdoors where there are trees. At the end of the story, the pterodactyl learns how to pronounce her name and her problem is solved.
- **Check for understanding:** Draw and label a circle *Setting*. Ask students where and when this story takes place (near and in a tree; no time setting is given). Draw and label another circle *Characters*. Ask students to identify the characters they read about (Pterodactyl, Duck, Wren, Owl). Draw and label another circle *Plot*. Have students tell the problems in this story (Pterodactyl could not say her name. She could not make new friends.) Ask students to think about the events that happened to show these problems and then to think about the solution to these problems. Draw and label another circle *Theme*. Ask students what they think the theme of this story is. Write their answers on the board. (Be patient with people who are different. Look beyond a person's speech to find out who they are. Learn to communicate with others if you want to make new friends.)
- **Independent practice:** Introduce, explain, and have students complete the **story elements worksheet**. If time allows, discuss their responses.

Build Skills

Phonological Awareness: Discriminate long /e/ sound

- Say the word *beak* aloud to students, emphasizing the medial long /e/ sound. Have students say the word aloud and then say the long /e/ sound.
- Read page 3 aloud to students. Have them raise their hand when they hear a word that has the long /e/ sound.
- Say the following words one at a time and have students give the thumbs-up signal if the word has the long /e/ sound: *between, speak, friend, meet, duck, deep*

Phonics: Vowel digraph ea and ee

- Write the word *beak* on the board and say it aloud with students.
- Have students say the long /e/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which two letters together stand for the long /e/ sound in the word *beak*.
- Write the word *meet* on the board and say it aloud with students.
- Have students say the long /e/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which two letters together stand for the long /e/ sound in the word *meet*. Explain that the long /e/ sound can be represented by the letter combinations *ea* and *ee*.
- Write the following words that use the long /e/ vowel digraphs *ea* and *ee* on the board, leaving out the digraphs: *each, leave, tree, green*. Say each word, one at a time, and have volunteers come to the board and add the *ea* or *ee* digraph in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraphs ea and ee worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Explain to students that special marks, called *quotation marks*, are used to show when someone is speaking. Say: *If I am writing and I want to show someone is speaking, I put quotation marks around the words they said*. Tell students that without the marks, it would be difficult to tell when different characters in the book start and stop talking.
- Model using quotation marks when writing a sentence on the board: *I want to go home, said the boy*. Read the sentence together as a group and discuss which words are spoken words. Add quotation marks in the correct places.
- Have students turn to page 5. Read the page with them. Ask students to identify the words Duck said. (*"Hi, I'm Duck. Who are you?"*) Point out the quotation marks that enclose Duck's words. Read page 6 to students and ask which words Pterodactyl said to answer Duck's question (*Patero Patero-Whack Whack-Datal*).
- Using the board or an overhead projector, share other pages from the book, leaving out the quotation marks. Have students read and identify what each character is saying and where quotation marks need to be placed.

Word Work: Antonyms

- Direct students to page 7 of the book and have them put their finger on the word *day*. Tell students that for some words there are other words with the opposite meaning. Tell them that the words with the opposite meaning are called *antonyms*. Ask students to say the opposite of *day* (*night*).
- Have students find two more words on page 7 for which they can think of opposite words (*small, little*). Have them suggest antonyms (*big, large*). Have students find more words on page 8 and say their antonyms (*big/little, right/wrong, friend/enemy*).
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Ask pairs of students to think of a favorite or interesting dinosaur. Have students write a fictitious adventure story about the dinosaur that contains the story elements *characters*, *setting*, *plot*, and *problem*. If necessary, provide additional resources for research. Have students draw one or more illustrations of the animal's adventure. Ask them to share their stories and illustrations with the class.

Science Connection

Have students use library and Internet sources to further research one type of dinosaur. Have them make posters of the animal and write interesting details about it. When they are finished, have students present what they learned to the class and display the posters.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect to prior knowledge to make meaning from text
- correctly identify story elements during discussion and on a worksheet
- accurately discriminate the long /e/ sound in words
- accurately associate vowel digraphs ea and ee with long /e/ during discussion and on a worksheet
- understand and accurately use quotation marks
- understand and correctly identify antonyms during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**