

### About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 558

#### Book Summary

*The Tinosaur* is a fictional tale about dinosaurs. As the Ice Age approaches, the tiniest dinosaurs, called tinoosaurs, are unable to escape the cold. They need to think creatively in order to stay alive. The story follows these creatures, who solve their problem in a very clever way. Illustrations support the text.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Identify story elements (beginning/middle/end)
- Identify diphthong *ou*
- Identify and understand the use of the dash
- Identify and understand antonyms and synonyms in text

#### Materials

Green text indicates resources available on the website

- Book—*The Tinosaur* (copy for each student)
- Chalkboard or dry erase board
- Prediction, story elements, diphthong *ou*, antonyms and synonyms 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

- **Content words:** *Brachiosaurs, Brontosaurus, creatures, extinct, glacier, lumbering, Supersaurs, Theropod, Tinoosaurs, Triceratops, Ultrasaurs*

### Before Reading

#### Build Background

- Ask students to tell what they know about dinosaurs. Ask them when dinosaurs lived and what some of their names were. Talk about their enormous size and compare them to modern-day creatures.

#### Preview the Book

##### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book this is and what it might be about. (Accept any answers students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers often make predictions, or guesses, about what will happen in a book based on what characters say, do, and think in the story. As they read the story, readers revise or confirm their predictions based on what they learn from reading. Emphasize that knowing how to make predictions is more important than whether a prediction is correct, or confirmed. Before reading a book, readers can use the covers to make predictions.
- Model how to make a prediction using the covers.  
*Think-aloud: When I look at the front cover, I see a little dinosaur by a leaf. The back cover shows three dinosaurs hiding inside something. Since the title of the book is The Tinosaur, I think this might be a story about a tiny baby dinosaur who finds some other baby dinosaurs to play with. I'll have to read the book to find out. Making predictions helps me better enjoy the story as I anticipate what might happen next.*
- Create a three-column chart on the board with the headings *What I predict will happen*, *Changes in my prediction*, and *What actually happened*. Model writing a prediction in the first column. For example: *The baby dinosaur finds some other baby dinosaurs to play with.*
- Discuss with students that the reasons behind their predictions are what make their predictions valuable.
- Introduce and explain the [prediction worksheet](#). Have students preview the covers and title page of the book. Invite them to make a prediction before they begin reading and write it in the *What I predict will happen* column.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Tell students that there are made-up dinosaur names in this book. Have students find the words *Supersaurs* and *Ultrasaurs* on page 4. Ask students which combination of letters in the words look familiar (*saurs*). Write the two words on the board and underline the *saurs* letter combination.
- Tell students that when they come across an unfamiliar word they should first look for a clue to the word's meaning in the same sentence or in nearby sentences. For example, on page 4, the size of the dinosaurs is mentioned. This provides a clue for the meaning of *super* and *ultra*.
- Discuss with students the meaning of *super* and *ultra*. Ask them what the author is trying to convey about the two types of dinosaurs by naming them *Supersaurs* and *Ultrasaurs*.
- Remind students that they should check whether a word makes sense by rereading the word in the sentence.

### Set the Purpose

- Tell students to make predictions as they read the book about what will happen based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the characters.


## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to the end of page 8. Tell them to read to find out whether the tiny dinosaur is a baby. Encourage those students who finish before the others to reread the text.
- When they have finished reading, ask students to tell what they have learned so far about the Tinosaur.
- Model making, revising, and confirming predictions.

**Think-aloud:** *My prediction was that the tiny dinosaur was a baby and that it found some friends to play with. It looks as though the Tinosaur has friends to play with, so that part of my prediction is correct. But the Tinosaur is not a baby, so that part of my prediction is incorrect. From what I've read about the Tinosaur, it sounds as if he is pretty clever. I think he will hide inside the walnut shells to keep safe from predators. I'll have to keep reading to find out whether my new prediction is correct.*

- Have students think about the prediction they made before reading. Invite them to share whether they confirmed, revised, or made a new prediction
- Encourage students to continue to make, revise, and confirm predictions as they read the remainder of the story. Tell them to fill out the middle column of their prediction worksheet (*Changes in my prediction*).

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## 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 making predictions about what will happen in the story keeps them actively involved in the reading process and helps them understand and remember what they read.  
**Think-aloud:** *I predicted that the Tinosaur would hide inside the walnut shells to keep safe from predators. While he did hide inside the walnut shells, he didn't hide from predators. He and his friends stayed safe and warm inside the walnut shells to survive the Ice Age. I will write this information under the heading What actually happened.*
- Tell students to fill out the last column of their prediction worksheet (*What actually happened*).
- Ask students to share their prediction(s) about what they thought might happen in the story. Ask them to compare their predictions with what actually happened in the story and to share any predictions that were confirmed. Reassure students by explaining that predicting correctly is not the purpose of this reading strategy.
- Ask students to explain how the strategy of making, revising, and confirming predictions helped them enjoy the story.

## Teach the Comprehension Skill: Story elements

- **Discussion:** Ask students to identify the names of the dinosaurs in the story (*Tinosaurs, Theropods, Triceratops, Supersaurs, Ultrasours, Brachiosaurs, and Brontosaurus*). Ask which had dialogue, or spoke in the story (*Theropod, Triceratops, Tinosaur*).
- **Introduce and model:** Explain that there are three distinct parts in a fictional story: the beginning, middle, and end. It is important to be able to distinguish one part from the next because it helps readers understand the story better. Tell students that some books have separate chapters, which indicate the breaks in the story. Other books, such as this one, don't have separate chapters, so the reader needs to look at how the story progresses in order to locate the beginning, middle, and end.
- Tell students that the beginning, middle, and end of a fictional story usually tell what is happening with the problem in the story. In the *beginning* of the story, the characters are introduced and a problem is introduced. Ask students to tell the problem in this story (*an ice age was coming*). Tell them to look in the book to find where the problem is first revealed (page 9) and who reveals it (Triceratops crying, *"The ice is coming!"*). Tell students that this marks the end of the first section, or the beginning of the story.
- Tell students that the *middle* of the story involves the characters trying to solve the problem, and the *end* of the story reveals the problem's solution.

- **Check for understanding:** Ask students to look in the book to tell the page numbers where the middle of the story occurs (pages 10 through 14). Point out that in these pages, the characters work to solve their problem (they find a place to hide and to survive the snow and ice of the Ice Age). Next, ask students to look in the book to tell the page numbers where the end of the story occurs (pages 15 and 16). Ask them what the solution to the problem was. (*The Tinosaurus slept through the Ice Age in little walnut shells. The world became warm again and the Tinosaurus survived.*)
- **Independent practice:** Introduce, explain, and have students complete the [story elements worksheet](#). If time allows, discuss their answers.
- **Extend the discussion:** Discuss the ending and whether or not students think it is believable and why. Discuss why this story is a fantasy. (*Tinosaurus aren't really found inside walnut shells to this day, and so on.*)

## Build Skills

### Phonics: Identify diphthong *ou*

- Write the word *house* on the board and say it aloud with students.
- Have students say the /ou/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /ou/ sound in the word *house*.
- Circle the *ou* letter combination. Explain to students that the letters *o* and *u* together represent the /ou/ sound in the middle of the word *house*. Have students practice writing the *ou* letter combination on a separate piece of paper as they say the sound the letters represent.
- **Check for understanding:** Write the following words on the board that contain the /ou/ sound, leaving off the *ou*: *shout, sour, south*. Say each word aloud. Have students complete and write each word on a separate piece of paper. Then have them read each word aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [diphthong \*ou\* worksheet](#). If time allows, discuss their responses.

### Grammar and Mechanics: Dash

- Review or explain to students that a *dash* (—) is a punctuation mark often used to clarify or emphasize information within a sentence.
- Direct students to page 3 in the book. Locate and write the following sentence on the board: *The land was filled with dinosaurs, big and bigger—mostly bigger*. Ask students how the dash is used in the sentence (*to clarify that most of the dinosaurs belonged in the group of bigger animals*).
- Direct students to page 4. Ask them to locate the sentence with a dash on the page: *All of them were big—very, very big*. Ask students how the dash is used in the sentence (*to emphasize how big the dinosaurs were*).
- Review or explain to students that *hyphens* are used in compound adjectives. Write examples on the board (*ice-cold air, hollowed-out shells, super-sore dinosaur*). Point out that hyphens are shorter in length and are used to connect words together to create new words. Remind students not to confuse a dash with a hyphen.
- Have students locate and circle the sentence containing dashes on page 11. Ask them to explain how the dashes are used in the sentence (*to correctly name mounds of ice as glaciers*).

### Word Work: Antonyms and synonyms

- Ask students to suggest a word that means the opposite of *big* (*small*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Write the word *big* on the board. Ask students to suggest a word that means the same thing (*large*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.

- **Check for understanding:** Have students turn to page 5. Ask them to suggest antonyms for the words *easy*, *big*, and *good*. Then have students turn to page 6. Ask them to find a pair of synonyms on the page (*small*, *little*).
- **Independent practice:** Introduce, explain, and have students complete the [antonyms-and-synonyms 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

Have students write a sequel to the story. Have them imagine how the world would be just after the Ice Age. Ask students to include some of the characters from the story and add some new ones. Encourage them to put themselves in the position of the main character and try to think of what he or she would do, just emerging from his or her hiding place after the world thawed.

### Science Connection

Have students pick their favorite dinosaur and research it using print and Internet resources. Ask them to make posters featuring the dinosaur and including illustrations and interesting facts. Students can work in pairs or groups.

### 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 make logical predictions then modify and/or confirm the predictions during discussion and on a worksheet
- correctly identify the beginning, middle, and end of the story during discussion and on a worksheet
- correctly identify the diphthong *ou* in words during discussion and on a worksheet
- accurately identify the function of the dash in text
- correctly identify antonyms and synonyms during discussion and on a worksheet

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)