

Land of the Dinosaurs

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i> 	<p>Tricky words</p> <p>another, apatosaurus, climbed, called, dinosaurs, eat, enormous, fierce, flew, found, good, meet, museum, one, our, photograph, push, school, some</p> <p>C = Language comprehension</p> <p>W = Word recognition</p>
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Group or guided reading

Introducing the book

- C** (**Prediction**) Look at the front cover together and discuss what is happening. Ask the children to read the back cover blurb and say what they think will happen in the story.

Strategy check

Remind the children to reread the whole sentence when they get stuck on a word.

Independent reading

- Ask children to read the story. Praise and encourage them while they read, and prompt as necessary. Encourage them to read with expression.
- W** If children get stuck on the tricky words 'enormous' on page 14 and 'fierce' on page 19, help them to sound out and blend the phonemes.
- C** (**Questioning, Clarifying**) Ask questions to help children's understanding of the story, e.g.: *Why is Wilf wearing a plastic bag on one foot? (page 2); Why do you think the dinosaur looks startled on page 16?*

Assessment Check that children:

- read high frequency words with fluency and confidence
- take account of the grammar and punctuation while reading aloud
- are able to use the sense and structure of the sentence to decipher new words.

Returning to the text

- C** (**Summarising**) Ask the children to describe the creature the children met first. *What did they meet next? Which one was after that? Which was the last dinosaur they met? Why didn't they see any more?* Retell the sequence together using 'first', 'next', 'then' and 'after that'.
- W** On page 7, find 'egg' and 'eggs'. Ask: *What is the difference in the spelling? What is the difference in the meaning?* Ask children to find other examples of words in the book where an 's' has been added to make it plural (dinosaurs, photographs).
- W** Introduce the possessive apostrophe to more able children. Ask the children to find 'dinosaur's eggs' on page 6. Ask: *What does this mean? How is it different to adding an 's' to a word without the apostrophe?*

- C** (*Imagining*) Ask the children to imagine what would have happened if Biff had been able to develop some photographs to take to school. Would anyone have believed Biff?
- C** (*Clarifying, Imagining*) Talk about why Wilf's shoes keep coming off. Ask: *Is Wilf's mum going to be pleased with him?*

Group and independent reading activities

Objective Draw together ideas and information from across a whole text.

Sustain form in narrative, including use of time.

- C** (*Summarising*) **You will need** word cards for 'firstly', 'immediately', 'meanwhile', 'after that', 'suddenly', 'next' and 'then'.
 - On strips of card write out the following sentences:
 - A dinosaur flew down.
 - Nadim found some eggs.
 - Chip found a footprint.
 - Wilf ran on and climbed a hill.
 - Biff took a photograph.
 - A little dinosaur came out of the egg.
 - Biff picked up a stick.
 - Ask the children to put the sentence strips in the right order, and to start each one with one of the word cards.
 - Alternatively, type the words and sentences into a word processing software and ask the children to drag and drop the words into the sentences.

Assessment Do the children need to refer to the story to sequence the sentences?

Objective Speak with clarity when reading. Engage with books through exploring and enacting interpretations. Write simple and compound sentences.

- Ask the children to look through the book at the illustrations and to choose the one they like best.
- C** (*Clarifying*) Ask them to write two new sentences to go with the picture.
- Encourage them to read their sentences aloud and to check they make sense.

Assessment Do children begin their sentences with a capital letter and end with a full stop?

Objective Spell with increasing accuracy and confidence, including use of double letters.

- W** Ask the children to find as many words as they can that have a double 'l', e.g. 'silly', 'hill', 'called', 'yelled', 'well'.
 - Repeat with words with double 'g': 'egg', 'bigger'. Ask: *Why is another 'g' added to 'big' to make 'bigger'? How would it read if it was 'biger'? What other words have a double 'g'?* ('digger', 'digging', 'begging', 'foggy').

Assessment Do children spell words with double letters accurately?

Speaking, listening and drama activities

Objective Listen to others in class, ask relevant questions. Adopt appropriate roles in small or large groups.

- C** (*Questioning*) Talk about what Biff does when the dinosaur egg hatches.
 - Ask the children to create a series of freeze frames to show the incident (pages 8–12).
 - Ask the children to take turns to be Biff and sit in the 'hot seat'.

- Ask the other children to think of a question to ask 'Biff' about what she did.
- Draw out from the children whether they thought what Biff did in the book was sensible.
- Ask: *What would they have done in the same situation? Was Chip right to have told Biff off?*

Objective Listen to others in class, ask relevant questions. Present part of stories for members of their own class.

- In small groups, ask children to choose one part of the story which they found funny or scary, or both, e.g. the children being chased by the dinosaur and Wilf's shoe coming off.
- Ask them to act out their chosen scene and perform it to the class. Encourage the children to adopt the correct expressions.
- Invite the audience at the end to ask the group questions about the choice of scene, e.g. 'Why did you choose that scene?'

Writing activities

Objective Sustain form in narrative, including use of time. Use appropriate language to make sections hang together. Write simple and compound sentences.

- **You will need** time connective words written on cards: 'first', 'then', 'next', 'after that', 'in the end', etc.
- Ask the children, in pairs, to discuss the story and to pick six key events to write a sentence about, using the book if necessary.
- Tell the children to pick a word card to begin their sentences, and to make sure that the sentences show the correct sequence.

Assessment Can children sequence information effectively?

Objective Make adventurous word and language choices appropriate to the style and purpose of the text.

- With the children, brainstorm new words to describe one dramatic incident in the book, e.g. the flying dinosaur attacking the baby dinosaur.
- Encourage the children to write two or three sentences describing the event using some of the new words, e.g. 'The fierce dinosaur with its sharp teeth, attacked the lonely baby dinosaur...'

Assessment Do children attempt new and imaginative words to describe an event?

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