

TEACHER READING GUIDE

Dinosaurs

written by Erin Kelly

This book is from the
Be An Expert! series.



Essential Question: How do text features help readers better understand the text?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Nonfiction

Genre: Informational

Themes/Topics: Dinosaurs, Experts

Lexile: 430L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.1.F.1.2 (b)

Orally blend single-syllable words that include digraphs.

Vocabulary

ELA.1.V.1.1

Use grade-level academic vocabulary appropriately. (Tier 2)

Comprehension

ELA.1.R.2.1

Use text features to demonstrate understanding of text.

BUILDING BACKGROUND

- Display the front cover of *Dinosaurs*. Use the following prompt to engage students in a discussion:
 - What do you think this book is about?
- Create a **KWL** chart. Discuss facts students already **Know** about dinosaurs and what they **Want** to know about dinosaurs.
- Revisit the KWL chart and add facts to the **Learned** column.

STUDENT LEARNING TARGETS

Today I am:
identifying text features.

So that I can:
show how text features help me understand the text.

WORD WORK – BLENDING PHONEMES

ELA.1.F.1.2: Demonstrate phonological awareness.

b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.

Students will orally blend sounds to form words that contain **digraphs**.

- A **digraph** is a group of two consecutive letters that are read as a single sound.
 - Examples: /ea/ in *bread*; /ch/ in *chat*; /ng/ in *sing*
- “We will blend sounds together to make a word. The first sound is /f/. Repeat after me: /f/.”
- “The second sound is /i/. Repeat after me: /i/.”
- “Put those two sounds together: /fi/.”
- “Repeat after me: /fi/.”
- “The last sound is /sh/. Repeat after me: /sh/.”
- “Put all the sounds together to say the whole word, /fi/ /sh/. Fish.”

Repeat this process with more words from the text:

these (on multiple pages)	fish (p. 11)	teeth (p. 16)
then (p. 21)	rock (p. 22, p. 23)	shell (p. 23)

Try This!

Incorporate corresponding graphemes to each phoneme in this exercise to teach **successive blending**. Successive blending is an effective method to share with beginning readers as it is less taxing on short-term memory. In successive blending, students blend the first two sounds in a word and then continue to add the next sounds, one at a time, blending as they go.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



expert (p. 1): An **expert** is someone who knows a lot about a particular subject. The author wants the reader to be an **expert** on dinosaur names.



discovered (p. 19): When you **discover** something, you learn about it for the first time. Scientists have **discovered** dinosaur fossils in North America.



munch (p. 9): If something or someone **munches** something, they chew it slowly and carefully. Brachiosaurus’s long necks let them **munch** on trees.



powerful (p. 20): **Powerful** describes having great physical strength. The author states that all of the dinosaurs are **powerful**.

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Vocabulary Extension Activity

Engage students in a thumbs-up, thumbs-down activity to reinforce students’ understanding of the vocabulary. Ask students to indicate if the vocabulary word makes sense in the sentence with a thumbs-up or thumbs-down.

- For example:
 - A rabbit loves to **munch** on vegetables. (thumbs-up)
 - I asked an **expert** on dinosaurs about sharks. (thumbs-down)

READ FOR MEANING – TEXT FEATURES

ELA.1.R.2.1: Use text features, including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

ELA.1.R.2.2: Identify the topic of and relevant details in a text.

ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.



Before:

Students will identify text features and show how they help readers understand the text.

- Complete a picture walk to preview the text, activate prior knowledge, make connections, and set the purpose for reading.
 - As you preview the pages, identify the following text features: table of contents, headings, and illustrations.
 - A **table of contents** is an outline of the book, its chapters or section titles, and the page numbers where they begin.
 - A **heading** is the title of a section of text that introduces its topic. Headings are also used to divide a larger text into smaller, more focused sections.
 - An **illustration** is a drawing or image used to emphasize an aspect of the text or to add reader interest.

B.E.S.T. Standards Connection

Use the resource on p. 173 of Florida's ELA B.E.S.T. Standards to deepen students' understanding of text features. Students can use the resource as a reference when reading nonfiction text.



During:

First Read: Table of Contents and Headings

- Identify the table of contents on p. 2 - 3. Use the following prompts to discuss the table of contents:
 - What do you notice about the table of contents?
 - Where is it located?
 - What kind of information does it tell you?
 - How is it different from other pages in the book?
 - How can readers use a table of contents?
 - What is the topic of this book?
 - How many dinosaurs are discussed in this book? How do you know?
- As you read, identify the headings. Use the following prompts to discuss headings:
 - What is the heading on this page?
 - What information can be found under each heading?
 - Why are headings usually found at the top of the page?
 - Why are headings important?

Second Read: Illustrations

Recreate the table below on the board or chart paper to record and display responses.

Model (I do): Tyrannosaurus Rex – Spinosaurus

Think aloud to identify illustrations and how they help readers better understand the text.

- Read p. 4 - 5. Say:
 - "The text tells me that Tyrannosaurus rexes were huge! The illustration shows a Tyrannosaurus rex and how huge it is compared to all the rocks and plants around it."
- Continue to think aloud identifying illustrations and how they help readers better understand the text.

READ FOR MEANING – TEXT FEATURES



Heading	What does the text tell me?	How does the illustration help me better understand the text?
Tyrannosaurus Rex	Tyrannosaurus rexes were huge.	The illustration supports how huge a Tyrannosaurus rex was by comparing it to the rocks and plants around it.

Guided Practice (We do): Stegosaurus – All the Dinosaurs

Use the following prompts to help students identify the illustration in each section, and show how it helps readers better understand the text:

- What does the illustration show?
- What information from the text does the illustration support?
 - How does the information help me better understand the text?



After:

- Discuss how text features (table of contents, headings, and illustrations) help readers better understand the text.
- Students will choose a dinosaur from the text to complete the following sentence stems:
 - My favorite dinosaur is a _____ because _____. Did you know they _____ (fact from the book)?
- Students will draw an illustration supporting their sentences.
- For example:

My favorite dinosaur is a stegosaurus
because of the spikes on their back.

Did you know they had a brain
the size of a walnut?

