

Lesson 3 (Chapters 5 and 6, Pages 24-42)

List 1	List 2	List 3	Vocabulary Expressions
dinosaur rhinoceros shield Triceratops Anatosaurus caption magnolia tree medallion gigantic	scrambled tumbled whispered waddled nudged	gleaming teeth glittering medallion dangling arms	I'm going to kill her

Word Lists

Decoding Word Lists

(Ask the students to turn to page 7 in their student booklets, find the heading “Words from the Story,” and get ready to read the words in list 1 aloud.)

Follow the instructions for Exercises 1–3 and the correction procedure from the previous lessons to present the word lists. You should firm each list to mastery.

List 1: vocabulary words
List 2: “e-d” words
List 3: “i-n-g” words that describe
List 4: vocabulary expressions

Now let’s talk about what these words mean. Touch list 1. The first word is *dinosaur*.

A dinosaur is a huge reptile that lived millions of years ago. What’s a dinosaur?

(Signal.) *A dinosaur is a huge reptile that lived millions of years ago. I’ll say it one way, you say it the other way.*

There goes a huge reptile that lived millions of years ago. (Signal.) *There goes a dinosaur.*

The next word is *rhinoceros*. A rhinoceros is a large thick-skinned animal. It has three toes on each foot and one or two horns on its snout. A rhinoceros eats plants. Tell me one thing you know about a rhinoceros. Ideas: *It*

has three toes on each foot, it has one or two horns on its snout, it eats plants, it is large, it has thick skin. What animal did you just describe? Idea: We just described a rhinoceros.

The next word is *shield*. A shield is something you use to protect yourself. What's a shield? (Signal.) *A shield is something you use to protect yourself.*

In the old days, soldiers carried shields to fend off sword blades or arrows. These days, police carry shields sometimes when they are going into dangerous crowds. Even spacecraft have shields called "heat shields" to keep the spacecraft from getting too hot while it's coming back through Earth's atmosphere.

The next two words, *Triceratops* and *Anatosaurus* describe two kinds of dinosaurs. *Triceratops* had three horns sticking out of a bony, collar-like shield. Like the rhinoceros, *Triceratops* ate plants. *Anatosaurus* was one of the duck-billed dinosaurs. It ate plants, too, and it

made a very low, tuba-like sound.

The next word is *caption*. A caption is a few words that tell the most important details about a picture. Turn to pages 30 and 31. Let's make up a caption for each of these pages. What are a few important details about the picture on page 30? (Ask children to ignore the fact that it is all one big picture and pretend that it is two pictures – there is a lot of information in these drawings!). Ideas: *The Triceratops is leaving, the volcano is billowing smoke and ash.*

Usually, a caption tells what happened before. Can we change "the Triceratops is leaving" to tell what happened before? Idea: *The Triceratops left*. Good. That would be a fine caption for the picture on page 30.

Now, let's think of a caption for page 31. What are a few important details about this picture? Ideas: *Annie is watching the Triceratops leave, Jack is holding a circle or coin with the letter "M" on it. Hmmmm...we might just have to leave this caption*

until we have done our reading.

The next words are *magnolia tree*. A magnolia tree has beautiful, tulip-shaped flowers in the spring. Tell what you know about a magnolia tree. (Signal.) *A magnolia tree has beautiful, tulip-shaped flowers in the spring.*

If it was springtime and we walked past a tree with beautiful, tulip-shaped flowers, what kind of tree might we be walking past? (Signal.) *A magnolia tree. Yes, a magnolia tree.*

The next word is *medallion*. A medallion is a large medal. What's a medallion? (Signal.) *A medallion is a large medal. If I'm wearing a large medal on a chain around my neck, you could say that I am wearing a...medallion. Yes, a medallion.*

The last word in list 1 is *gigantic*. Gigantic means very large. What does gigantic mean? (Signal.) *Gigantic means very large. Tell us some other words that mean "very large."* Ideas:

huge, mammoth, monstrous, enormous, giant-sized.

Touch list 2. These words have something in common. What do these words have in common? Idea: *They all have the letters "e-d" at the end.*
That's right. What do these words tell about? Idea: *These words tell about what happened before. Yes, they tell about what happened before.*

Touch list 3. What letters do these words have in common? (Signal.) *i-n-g.*
These are pairs of words. The first word tells about the second word. *Gleaming* tells what kind of teeth. *Glittering* tells about the medallion. *Dangling* tells about the arms.

Vocabulary Expressions

Touch the words in list 4. Those words say *I am going to kill her*. Of course, we would never say that we were meaning to kill someone so those words must mean something else. What do they mean? Idea: *I am going to kill her could mean that you were going to get really angry with her. You'll read the*

words *I am going to kill her* in this chapter. It really means, *I am going to be really angry with her.*

What's Happened So Far

In chapter 1, Jack and Annie found the the treehouse. In chapter 2 they saw a live Pteranodon. In chapter 3, they discovered they had traveled back in time to the Cretaceous period. In chapter 4 Annie tried to befriend the Pteranodon, while Jack started taking notes. Annie named the Pteranodon Henry. Why did she choose that name? Idea: It was soft like their neighbor's dog Henry. Let's continue reading the story, beginning with chapter 5.

Story Reading

(Students may take turns reading sentence by sentence, following the procedure established in Lessons 1 and 2.)

(Have the students open their books to chapter 5.) **What's the title of chapter 5? *Gold in the Grass.* Are Jack and Annie going to find gold as well as**

dinosaurs? Let's read and find out.

(Ask these questions after the students have read to the end of the page.)

Page 24

Why is Jack now convinced that he and Annie have gone back in time? Idea: *They have seen another dinosaur and that makes Jack think that if there are two there must be more.*

Page 25

How much did a Triceratops weigh? Idea: *A Triceratops weighed more than 12,000 pounds. That's a lot of weight for an animal that ate flowers!*

Page 27

How big was the Triceratops? Idea: *The Triceratops was bigger than a truck.*

Page 31

Now we can think of a caption for the picture on page 31. Remember, use words to tell important details about the picture according to what you can observe. Ideas: *Jack stared at*

a gold medallion. Jack found a medallion with the capital letter “M” on it.

Page 32

Finding the medallion tells Jack something important.

What does it tell him? Idea: *Finding the medallion tells Jack that someone has been there before him and Annie.*

Why does Jack decide this?

Idea: *The dinosaurs couldn’t have made a medallion and there were no humans when the dinosaurs lived. So, someone had to have come there before them.*

Why was “Gold in the Grass” a good title for chapter 5?

Idea: *Jack and Annie found a gold medallion in the grass.*

(Have the students turn to chapter 6.) **What’s the title of chapter 6? *Dinosaur Valley*. It sounds like Annie and Jack are going to find even more dinosaurs.**

Page 37

Tell two ways Jack helped Annie to stay safe. Ideas:

Jack told Annie to stay low and crawl, not walk. Jack told

Annie to bow her head and pretend to chew.

Page 38

Why was Jack concerned about Annie running toward the nests?

Idea: *Where there are baby animals there are mother animals. Mother animals usually try to protect their babies, even if you don’t mean to hurt the babies.*

Page 39

A colony is like a town or a city—it means many humans or animals group together and live together.

It was a good idea for the Anatosauruses. Why?

Idea: *While some of the Anatosauruses collected food, the others would stay behind and care for the babies.*

It was a good idea—and all you had to pay the babysitter was some food that you had brought back!

Page 42

Why was Jack so frightened that he almost threw up?

Idea: *Jack saw a Tyrannosaurus Rex coming.*

What was different about the

Tyrannosaurus Rex as compared with the Triceratops and Anatosaurus?

Idea: *The Tyrannosaurus Rex was a meat-eating dinosaur.*

Why was “Dinosaur Valley” a good title for chapter 6?

Idea: *Jack and Annie found Anatosauruses and a Tyrannosaurus Rex in the valley.*

Student Booklet, Lesson 3

(These activities may be completed as a guided or independent activity depending on the skill level of your students. If the activities are to be completed as a guided activity, pause after each section to allow the students sufficient time to complete the tasks. If the activities are to be completed as an independent activity, have the students read all the instructions, and then allow sufficient time for the students to complete the tasks on pages 7 and 8.

Ask the students to turn to page 7 in their student booklets, and find the heading “Learning About Words.” Call on a student to read the instructions.

Ask the students to find the heading “Understanding the Story.” Call on a student to read the instructions.

Ask the students find the heading “Showing What I Have Learned.” Call on a student to read the instructions.

Help students to re-locate information in their books about the Pteranodon, Triceratops, Anatosaurus, and Tyrannosaurus Rex in order to be able to complete the following chart.

If you assign this as independent work, you may wish to have students include the page number with each fact they provide.

If students know facts other than those in the book, they may write them carefully with the letters “unv.” beside them. Explain to students that “unv.” stands for “unverified”. Challenge students to find books or articles that verify their “unv” facts.

Note: More information about the T-Rex will come in subsequent lessons. You may use this chart again (although it may not be referred to in the

text of this novel study) to complete the information about the T-Rex.

Answer Key Lesson 3

Learning About Words

1. Pteranodon
2. Tyrannosaurus rex
3. Anatosaurus
4. Triceratops

Understanding the Story

Ideas:

When Jack saw Triceratops he hurried up the ladder. He warned Annie not to get too close to the Pteranodon. Accept other reasonable responses.

Showing What I Have Learned

Ideas:

Pteranodon--flying reptile, has wings, bony crest on head, fuzzy skin, mouth like scissors, long jaws

Triceratops--plant eater (magnolia flowers), weighs over 12,000 pounds, bigger than a truck, eats slowly

Anatosaurus--lays eggs in mud nests, eats magnolia flowers, duck-billed, lives in colonies, some babysit while others hunt

Tyrannosaurus Rex--huge head, long thick tail, two tiny arms, long gleaming teeth, walks on 2 big hind legs.

SAMPLE LESSON

Lesson 3 (Chapters 5 and 6, Pages 24-42)





Words from the Story

List 1	List 2	List 3	Vocabulary Expressions
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Learning About Words

SAMPLE LESSON

Color the circle in front of the word that goes best with the picture.

<p>1.</p> 	<p>○ Anatosaurus ○ Pteranodon ○ Triceratops ○ Tyrannosaurus rex</p>	<p>3.</p> 	<p>○ Anatosaurus ○ Pteranodon ○ Triceratops ○ Tyrannosaurus rex</p>
<p>2.</p> 	<p>○ Anatosaurus ○ Pteranodon ○ Triceratops ○ Tyrannosaurus rex</p>	<p>4.</p> 	<p>○ Anatosaurus ○ Pteranodon ○ Triceratops ○ Tyrannosaurus rex</p>

Understanding the Story

Write 2 sentences that prove Jack is more cautious than Annie.

Showing What I Have Learned

Be a scientist. Record what you know about these dinosaurs.

Dinosaur	Facts About This Dinosaur
Pteranodon	
Triceratops	
Anatosaurus	
Tyrannosaurus Rex	

SAMPLE LESSON