

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

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

### WORD LISTS

Turn to page 7 in your Student Workbook. Find the heading “Words from the Story” and get ready to read aloud the words in List 1.

#### DECODING WORD LISTS

##### Exercise 1: Initial Decoding—Vocabulary Words

Touch under the first word in List 1. The first word is *rhinoceros*. What word? (Signal.) *Rhinoceros*. Spell *rhinoceros*. (Signal.) *R-h-i-n-o-c-e-r-o-s*. What word? (Signal.) *Rhinoceros*. Yes, *rhinoceros*.

Touch under the second word in List 1. The second word is *shield*. What word? (Signal.) *Shield*. Spell *shield*. (Signal.) *S-h-i-e-l-d*. What word? (Signal.) *Shield*. Yes, *Shield*.

(Repeat process for each word in the list.)

##### Exercise 2: Firming It Up

Touch the first word in List 1. Now you're going to read the words in this list at a faster rate. (Make your pace a bit quicker than in Exercise 1. Refer to the correction procedure if students make an error.)

**First word.** (Signal.) *Rhinoceros*. **Next.** (Signal.) *Shield*. (Repeat process for each word in the list.)

##### Exercise 3: Mastery Level

Touch the first word in List 1. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read.

(Refer to the correction procedure if students make an error.)

##### Exercise 4: Initial Decoding—Vocabulary Words

Touch under the first word in List 2. The first word is *scrambled*. What word? (Signal.) *Scrambled*. Spell *scrambled*. (Signal.) *S-c-r-a-m-b-l-e-d*. What word? (Signal.) *Scrambled*. Yes, *scrambled*.

The next word is *tumbled*. What word? (Signal.) *Tumbled*. Spell *tumbled*. (Signal.) *T-u-m-b-l-e-d*. What word? (Signal.) *Tumbled*. Yes, *tumbled*.

(Repeat process for each word in the list.)

##### Exercise 5: Firming It Up

Touch the first word in List 2. Now you're going to read the words in this list at a faster rate. (Make your pace a bit quicker than in Exercise 4. Refer to the correction procedure if students make an error.)

**First word.** (Signal.) *Scrambled*. **Next.** (Signal.) *Tumbled*. (Repeat process for each word in the list.)

### Exercise 6: Mastery Level

**Touch the first word in List 2. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read.**

(Refer to the correction procedure if students make an error.)

### Exercise 7: Initial Decoding—Sound Identification/Read Words the Fast Way

**Touch under the first phrase in List 3. Each of the phrases in this list has a word with a sound underlined. The letters i-n-g in these words make the sound ing. What sound do the letters i-n-g make in the words in this list?** (Signal.) *Ing.*

**First, you will tell me the sound then you will read the phrase.**

**Touch the first phrase in List 3. That phrase is *gleaming teeth*. What sound do the letters i-n-g make in the word *gleaming*?** (Signal.) *Ing. Yes, ing. Read the phrase.* (Signal.) *Gleaming teeth. Yes, gleaming teeth.*

**The next phrase is *glittering medallion*. What sound do the letters i-n-g make in the word *glittering*?** (Signal.) *Ing. Yes, ing. Read the phrase.* (Signal.) *Glittering medallion. Yes, glittering medallion.*

(Repeat process for remaining phrase.)

### Exercise 8: Firming It Up

**Touch the first phrase in List 3. Now you're going to read the phrases in this list at a faster rate.** (Make your pace a bit quicker than in Exercise 7. Refer to the correction procedure if students make an error.)

**First phrase.** (Signal.) *Gleaming teeth. Next.* (Signal.) *Glittering medallion. Next.* (Signal.) *Dangling arms.*

### Exercise 9: Mastery Level

**Touch the first phrase in List 3. You're going to read the phrases in this list at the mastery level. Read the phrases from top to bottom, bottom to top. Ready? Read.**

(Refer to the correction procedure if students make an error.)

### Exercise 10: Initial Decoding—Vocabulary Expressions

**Touch the fourth list. The words in this list are a vocabulary expression. Vocabulary expressions are groups of words that go together or words used in special ways. What are vocabulary expressions?** (Signal.) *Groups of words that go together or words used in special ways.*

**This expression is *I'm going to kill her*. What is the expression?** (Signal.) *I'm going to kill her. Yes, I'm going to kill her.*

### Exercise 11: Firming It Up

**Touch the expression in the fourth list. Now you're going to read this expression at a faster rate. What is the expression?** (Make your pace a bit quicker than in Exercise 10. Refer to the correction procedure if students make an error.)

## **CORRECTION PROCEDURE FOR WORD LISTS**

(If the students misidentify a word, say:) **That word is *waddled*. What word?** (Signal.) *Waddled. Spell waddled.* (Signal.) *W-a-d-d-l-e-d. What word did you spell?* (Signal.) *Waddled. Yes, waddled. Go back to the top* (or the bottom, if that's where you started) **of the list. What word?** (Signal.) *Scrambled. Next word.* (Signal.) *Tumbled.*

(Repeat process for each word in the list until students can read the list without making an error.)

If students make a pronunciation error, have them tap out the syllables with you.) **That word is *medallion*. Put your hand on your desk. Tap out the parts in *medallion* with me.** (You and the students tap out the parts of the word together.) **Me•dal•lion. Say the word.** (Signal.) *Medallion.*

## **UNDERSTANDING VOCABULARY WORDS**

Let's talk about what these words mean.

**Touch List 1.** The first 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 nose. A rhinoceros eats plants. (You may wish to show students a picture of a rhinoceros from the Internet.)

**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?** *A rhinoceros.*

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

In the old days, soldiers carried shields to protect themselves from sword blades or arrows. 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*, are the names of 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.

**What is the name of the dinosaur that had three horns sticking out of a bony, collar-like shield?** *Triceratops.*

**What is the name of the duck-billed dinosaur that ate plants and made a tuba-like sound?** *Anatosaurus.*

The next word is *caption*. A caption is a few words that tell the most important details about a picture. **What are a few words that tell the most important details about a picture?** *A caption.* **What does a caption tell?** *The most important details about a picture.*

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.** *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?** *A magnolia tree.* **Yes, a magnolia tree.**

The last word in List 1 is *gigantic*. Gigantic means very large. **What does gigantic mean?** *Very large.*

Words that have similar meanings are called synonyms. **What do we call words that have similar meaning?** *Synonyms.*

**Tell us some synonyms for gigantic.** Ideas: *Huge; mammoth; monstrous; enormous; giant.*

**Touch List 2.** Before we talk about what the words in this list mean, let's learn about verbs. Verbs are words that tell about an action or a state of being. **What are verbs?** *Words that tell about an action or a state of being.*

Flying, said, and run are action verbs. **Tell your partner a verb that is an action word. Partner 1 will take the first turn. Take turns until I tell you to stop.** (Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas.)

The state of being verbs are: *is, am, are, was, were, be, being, and been.* **Tell me a state of being verb.** Ideas: *Is, am, are, was, were, be, being, been.*

Action verbs that end with the suffix *e-d* often tell about actions that have already happened. **What do you know about an action verb if you see the suffix *e-d* at the end of the word?** *The action has already happened.*

**We call these verbs past tense verbs. What do we call action verbs that end with the suffix e-d and tell about actions that have already happened? *Past tense verbs.***

**Let's practice making some past tense verbs.**

**Today the snake slithers; yesterday the snake... *slithered.***

**Today I laugh; yesterday I... *laughed.***

**Today I groan; yesterday I... *groaned.***

**The words in this list have something in common. When words have something in common, they are alike in some way. What does it mean when words have something in common? *They are alike in some way.***

**What do the words in List 2 have in common? Ideas: *They all end with the suffix e-d; they are all action verbs; they are all past tense verbs.***

**The first word is *scrambled*. Scrambled means moved quickly on hands and feet. What does scrambled mean? *Moved quickly on hands and feet.* What word means moved quickly on hands and feet? *Scrambled.* (Ask a student to demonstrate what scrambled looks like.)**

**The next word is *tumbled*. Tumbled means rolled into a heap. What does tumbled mean? *Rolled into a heap.***

**I'll say it one way; you say it another way. The weeds rolled into a heap. *The weeds tumbled.***

**The next word is *waddled*. Waddled means walked with short steps and rocked from side to side. What word means walked with short steps and rocked from side to side? *Waddled.* A duck is an animal that waddles. (Ask a student to demonstrate what waddled looks like.)**

**The next word is *nudged*. Nudged means pushed someone gently to get their attention. What does nudged mean? *Pushed someone gently to get their attention.***

**The last word is *gazed*. Gazed means looked at with great interest. What word means looked at with great interest? *Gazed.***

**I'll say it one way; you say it another way. The young boy looked at the stars with great interest. *The young boy gazed at the stars.***

**Touch List 3. These are pairs of words. The first word describes the second word. *Gleaming* describes the teeth. What does gleaming describe? *The teeth.***

***Glittering* describes the medallion. What does glittering describe? *The medallion.***

***Dangling* describes the arms. What does dangling describe? *The arms.***

**Touch List 3. Before we talk about the meaning of the words in this list, we are going to learn about nouns and adjectives.**

**A noun is a word that names a person, place, thing, or idea. What do we call a word that names a person, place, thing, or idea? *A noun***

**Man, mother, and uncle are nouns that name a person. Tell your partner a noun that names a person. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas.)**

**School, Atlanta, and lake are nouns that name a place. Tell your partner a noun that names a place. Partner 1 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas.)**

**Horse, table, and television are nouns that name a thing. Tell your partner a noun that names a thing. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas.)**

**Freedom, honesty, and peace are nouns that name an idea. Tell your partner a noun that names an idea. Partner 1 will take the first turn. Take turns until I tell you to stop.**

(Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas.)

**Adjectives are words that describe nouns. What are adjectives?** *Words that describe nouns.*

**The first pair of words is *gleaming teeth*. Teeth is the noun. Gleaming is the adjective that describes the noun teeth.**

**Gleaming means shiny or bright. What does gleaming mean?** *Shiny or bright. What words mean shiny or bright teeth?* *Gleaming teeth.*

**Words that have similar meanings are called synonyms. What do we call words that have similar meanings?** *Synonyms.*

**What word is a synonym for shiny or bright?** *Gleaming.*

**The next pair of words is *glittering medallion*. Which word is the noun? *Medallion*. Which word is the adjective? *Glittering*.**

***Glittering* means shining or sparkling. What are two synonyms for glittering?**  
*Ideas: Shining; sparkling.*

**A *medallion* is a large medal. What's a medallion?** *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.*

**A *glittering medallion* is a sparkling large medal. What is a sparkling large medal?**  
*A glittering medallion.*

**The last pair of words is *dangling arms*. Which word is the noun? *arms*. Which word is the adjective? *Dangling*.**

**Dangling arms hang loosely next to a body. What kind of arms hang loosely next to a body?** *Dangling arms.*

## **UNDERSTANDING VOCABULARY EXPRESSIONS**

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

**You'll read the expression *I'm going to kill her* in Chapter 6. In this story it means: I am going to be really angry with her.**

**We call expressions that don't really mean what they say idioms. What are idioms?** *Expressions that don't really mean what they say. What do call expressions that don't really mean what they say?* *Idioms.*

**What does the idiom *I'm going to kill her* mean in this story?** *Idea: I'm going to be really angry with her.*

## STORY READING

### What's Happened So Far

The main events in a story are the most important things that happened. What are the main events in a story? *The most important things that happened.*

When we summarize the main events that happened in part of a story, we tell only about the most important things that happened. What do we do when we summarize the main events that happened in part of a story? *We tell only about the most important things that happened.*

Let's summarize the main events that happened in Chapters 3 and 4.

Where does it seem the tree house has taken Jack and Annie? Ideas: *To the Cretaceous period; 65 million years ago; to the time of the dinosaurs.*

What creature did they meet at the bottom of the tree? *A Pteranodon.*

What did Jack do while Annie petted and tried to talk with the dinosaur? Idea: *Took notes.*

What did they see at the top of the hill at the very end of Chapter 4? *A huge dinosaur.*

### Chapter 5:

#### (Pages 24-32)

Open your book to page 24. What is 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.

(Have students read aloud parts of the chapter. Remind students to put special emphasis on words written in italics. Make sure every student has a turn to read at least one part. Ask the following questions after students have read to the place specified for each round of discussion.)

### Page 24

(Before students read this page. Discuss the purpose of italic print.)

Touch the first two words on page 24. (Check.) Mary Pope Osborne wrote on of these words in a special kind of print called italics. What is this special kind of print called? *Italics.*

The second *go* is written in italics with an exclamation mark at the end so the reader knows to read those words loudly. Jack shouted those words.

Listen while I read this sentence, without putting special emphasis on the word *go*: "Go! Go!" said Jack.

Now listen while I read this sentence, following the author's instruction to put special emphasis on the second word *go*: "Go! Go!" said Jack.

Why were Jack and Annie panting as they looked out the window of the tree house? Idea: *They climbed up the ladder as quickly as they could because they were afraid of the huge dinosaur that was on the hill eating flowers.*

Tell your partner what you think Annie and Jack imagined they would see when they looked out the window. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 30 seconds, call stop. Call on 2-3 students to share their ideas. Accept reasonable responses.)

What did they actually see? Idea: *The dinosaur eating flowers off a tree.*

### Page 25

(Before students read this page. Discuss the purpose of the italic print.)

What was Annie scared of? Idea: *That the dinosaur they saw eats people.* Do Triceratops eat people? Idea: *No, they eat plants.*

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

**Sometimes authors include both fiction and nonfiction in their stories. Nonfiction tells us true facts about a subject. What does nonfiction tell us?** *True facts about a subject.*

**Fiction is the make-believe parts of the story. The fiction parts of the story were made up from the imagination of the author. What is the difference between fiction and nonfiction?** Ideas: *Fiction is make-believe—the author made up those parts of the story from her imagination. Nonfiction tells about true facts.*

**On this page, the author gave us a clue about the part of the story that is nonfiction. She wrote that part in bold or dark print. Touch the nonfiction part on this page.** (Check. Call on a student to read the nonfiction part aloud.) **What facts did we learn?** Ideas: *The Triceratops lived in the late Cretaceous period; it eats plants; it weighed over 12,000 pounds.*

### Page 26

**How did Annie convince Jack to climb back down the ladder?** Ideas: *She said he could take notes about the dinosaur; she said they were probably the first people in the whole world to ever see a real live Triceratops.*

**What things did Jack ask Annie to promise not to do?** Ideas: *Pet the dinosaur; kiss the dinosaur; talk to the dinosaur.*

**Do you think Annie will keep her promises? Tell your partner what you think. Remember to explain your answer. Partner 1 will take the first turn. Take turns until I tell you to stop.** (Circulate to monitor as students talk to their partners. After about 30 seconds, call stop. Call on 2-3 students to share their ideas.)

### Page 27

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

**How was Jack's behavior different from Annie's in this part of the story?** Ideas: *Annie was being silly, blowing kisses and talking to the Pteranodon; Jack was being quiet and careful.*

### Page 28

**What notes did Jack write down about the Triceratops?** Ideas: *Eats flowers; eats slowly.*

**What did Annie mean when she pointed at herself and walked her fingers through the air?** Idea: *She was going to walk up to the Triceratops.*

**How do we know Jack thought this was a bad idea?** Ideas: *He thought she was teasing; he tried to grab her to stop her.*

### Page 29

**What happened when the Triceratops saw Annie?** Ideas: *He just gazed calmly down at her; he turned and loped away.*

**What did Jack finally have to admit about the Triceratops? Was he scary or nice?** *Nice.*

### Pages 30-31

(Have students read aloud the text on page 31 before they do the caption activity.)

**Turn to pages 30 and 31. Let's make up a caption for each of these pages.**

**You learned what a caption is during the vocabulary part of this lesson. What does a caption tell?** *The most important details about a picture.*

**What are a few details about the part of the picture that is on page 30?** Ideas: *A Triceratops is walking down a hill; a volcano is erupting in the background; there are some strange plants on the hill.*

**Which of these details do you think is most important to include in the caption?** Idea: *A Triceratops is walking down a hill. Yes, Triceratops walking down a hill is a good caption for this illustration.*

**Now let's think of a caption for the part of the illustration that is on page 31. What are a few important details about this picture?** Ideas: *Annie is watching the Triceratops leave; Jack is holding a gold medallion.*

**What did Jack spot in the tall grass?** Idea: *A gold medallion.*







**Look at the illustration on pages 40 and 41. Touch the dinosaur. Read the sentence that describes what it is doing.** *The dinosaur barged down the hill.*

**Touch Jack. Read the sentence that describes what he is doing.** *He hurried up to Annie.*

**Touch Annie. Read the sentence that describes what she is doing.** *Annie crouched down and started to chew.*

### Page 42

**Why was Jack so frightened he almost threw up?** Idea: *He saw a Tyrannosaurus rex coming.*

**What do we know is different about the Tyrannosaurus rex as compared with the Triceratops and Anatosaurus?** Idea: *The Tyrannosaurus rex was a meat-eating dinosaur.*

**There is no illustration of a Tyrannosaurus rex on this page, but we can still make a good picture in our minds of what one looks like. Why?** Idea: *The author tells us a lot of details to help us imagine what it looked like.*

**What are some of the things the author told us to help us get a picture of what a Tyrannosaurus rex looks like?** Ideas: *It was enormous; ugly; was a monster; walked on two big legs; had a long, thick tail; had two dangling tiny arms; huge head; wide open jaws; long, gleaming teeth.*

**Why was “Dinosaur Valley” a good title for Chapter 6?** Idea: *Jack and Annie found Anatosauruses, baby dinosaurs, and a Tyrannosaurus rex in the valley.*

### **Theme**

**The theme of a novel is a special message about life the author wants the reader to learn. What’s the theme of a novel?** Idea: *The special message about life the author wants the reader to learn.*

**What happened when Jack looked in the book and made a wish about a Pteranodon?** Ideas: *A Pteranodon appeared; they are in time when dinosaurs lived.*

**Why did Jack look in the book?** Idea: *To find the answers to their questions; to find true facts about the Triceratops.*

**There are two special messages or themes of these chapters. The first theme is that books can help us find answers to our questions. What is the first theme?** *Books can help us find answers to our questions.*

**The second theme is that books can us true facts. What is the second theme?** *Books can tell us true facts.*

### **DEVELOPING FLUENCY**

(Students should read at least a 100 word passage from Chapter 5, beginning with the first word of the chapter.)

Assign each student a partner with approximately the same skill level in reading. Identify one student as Partner A and the other student as Partner B.)

**Open your book to page 24. Touch the first word of the chapter. Listen and track under the words while I read this part of the story to you.** (Read accurately and fluently for one minute, with a variety of expression, remembering to use appropriate phrasing.) **This is how it should sound when you read aloud**

**It’s your turn. Read silently from the beginning of the chapter until I say stop. Track under the words as you read.**

(Circulate around the classroom. Monitor students’ silent reading by doing a whisper check. [See introduction page viii for instructions for doing a whisper check.] Once the student with the slowest reading rate has read at least 100 words, call stop for the whole class. It is best to walk past the student and then call stop so other students do not target one student as being the slowest reader.)

**Now you’ll each have a chance to read to your partner. First, Partner A will be the reader; Partner B will be the checker. Partner B: whenever you hear your partner make a reading error, say, “Stop. That word is…” and tell your partner the word. You’ll read until I say, “Stop.” Ready? Read.**

(Allow one minute for Partner A to read aloud as far as they can in the chapter. Reverse roles, with Partner B reading to Partner A.)

## DEVELOPING VOCABULARY

Preparation:

Copy a fresh blank Vocabulary Notebook page (BLM 1B) onto a Smart Board or overhead transparency.

Write the following words on the board or Smart Board in a column: shield, caption, gigantic, scrambled, waddled, magnolia tree.

Distribute Vocabulary Notebooks to students.

**You are going to continue developing the Vocabulary Notebook that will help you improve your vocabulary and prepare for the test at the end of this novel study.**

**Each lesson, we will practice some of the vocabulary words and their definitions.** (Point to the list of words on the board.) **Later you will add these words to your Vocabulary Notebook.**

**A shield is something you use to protect yourself. What do you use to protect yourself?** (Signal.) *A shield.* **What is a shield used for?** (Signal.) *To protect yourself.*

**A caption is a few words that tell the most important details about a picture. What is a caption?** (Signal.) *A few words that tell the most important details about a picture.*

**Words that have similar meanings are called synonyms. What do we call words that have similar meanings?** *Synonyms.*

**Gigantic means very large. What does gigantic mean?** *Very large.* **What word is a synonym for very large?** (Signal.) *Gigantic.*

**Scrambled means moved quickly on hands and feet. What does scrambled mean?** (Signal.) *Moved quickly on hands and feet.* **What word means moved quickly on hands and feet?** (Signal.) *Scrambled.*

**Waddled means walked with short steps and rocked from side to side. What does waddled mean?** (Signal.) *Walked with short steps and rocked from side to side.* **What word means walked with short steps and rocked from side to side?** (Signal.) *Waddled.*

**A magnolia tree has beautiful, tulip-shaped flowers in the spring. If you saw a tree in spring with beautiful, tulip-shaped flowers, it might be a...** (Signal.) *magnolia tree.*

**Distance means the space between two things or two places. What does distance mean?** (Signal.) *The space between two things or two places.* **What do we call the space between two things or places?** (Signal.) *Distance.*

**Weird means strange or unusual. What does weird mean?** (Signal.) *Strange or unusual.*

**Words that have similar meanings are called synonyms. What do we call words that have similar meanings?** *Synonyms.*

**What word is a synonym for strange?** (Signal.) *Weird.*

**Stammered means stumbled over words. What does stammered mean?** (Signal.) *Stumbled over words.* **How did someone speak if they stumbled over their words?** (Signal.) *They stammered.*

**Impossible is something that cannot be true. What is something that cannot be true?** (Signal.) *Impossible.* **What does impossible mean?** (Signal.) *Cannot be true.*

**Cautiously means carefully. What does cautiously mean?** (Signal.) *Carefully.* **How are you acting if you are acting carefully?** (Signal.) *Cautiously.*

**Vanished means disappeared. What word means disappeared?** (Signal.) *Vanished.* **What does vanished mean?** (Signal.) *Disappeared.*

(Display BLM 1B.) **Open your Vocabulary Notebook to the first page that has blank boxes. We are going to work together to review how to set up a page in your Vocabulary Notebook.**

(Point to the words on the board.) **Copy each of these words into one box under the title Vocabulary Word.** (Demonstrate.)

**Touch the heading in the second column. Read the heading.** (Signal.) *Definition*. In the box under this heading, you will copy the definition from the glossary for each word. (Demonstrate writing the definition for shield.)

**Touch the heading in the third column. Read the heading.** (Signal.) *Sentence*. In the box under this heading, you will write a sentence of your own. When you write your sentence, you will write a **meaningful sentence**. A meaningful sentence is one that makes it clear you know what all the words in the sentence mean.

**For example, if you said: The fire burned the trees, we could tell you understood all the words. Fire is very hot and would burn trees.**

**If you said: They were burned, we can't tell you know what burned means because there are no other words to help with the meaning.**

**Here's another example: The baby cried because it was hungry. We can tell that you understand all the words because we know babies cry when they are hungry.**

**If you said: He was hungry, we can't tell you know what hungry means. He could be anything. Hungry could mean he was running.**

**What kind of sentence will I write in this column?** *A meaningful sentence*. (Demonstrate writing a meaningful sentence for the word shield.)

**Touch the heading in the fourth column. Read the heading.** (Signal.) *Representation*. In this box, you will draw a small sketch or symbol to help you remember the word. (Demonstrate drawing a simple sketch or symbol representing the word shield.)

**You will complete the rest of the words on your own. You can look at my model if you need help remembering what to do.**

## STUDENT WORKBOOK

### 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 students sufficient time to complete the tasks. If the activities are to be completed as an independent activity, have students read all the instructions and then allow sufficient time for them to complete the tasks on pages 7 and 8.

Note: A number of options can be used for reading instructions: call on a student to read aloud the instructions; students may chorally read aloud instructions with the teacher; or use the Cloze procedure. [See introduction page viii for instructions for Cloze reading.]

**Turn to page 7 in your Student Workbook and find the heading "Learning About Words." Let's read the instructions.**

**Find the heading "Understanding the Story." Let's read the instructions.**

**Find the heading "Showing What I Have Learned." Let's read the instructions. You can use your novel to help you find facts about each of these dinosaurs.**

**Open your novel to page 15. The bold print tells you true facts about Pteranodons. Read the information and record the facts. Later you can write any other facts you know or find about Pteranodons. Other parts of the story also include true facts about Pteranodons.** (Circulate and check as students write.)

**Open your novel to page 25. The bold print tells you true facts about Triceratops. Read the information and record the facts. Later you can write any other facts you know or find about Triceratops. The other parts of the story also include true facts about Triceratops.** (Circulate and check as students write.)

**Open your novel to page 39. The bold print tells you true facts about Anatosauruses. Read the information and record the facts. Later you can write any other facts you know or find about Anatosauruses. The other parts of the story also include true facts about Anatosauruses.** (Circulate and check as students write.)

**You will fill in the information for Tyrannosaurus rex later.**

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 print or on-line information that verifies their “unv” facts.

Note: More information about the T-Rex will come in subsequent lessons. You may choose to use this chart again to add more information.

Review answers with students as a group.)

## **ANSWER KEY FOR LESSON 3**

### **Learning About Words**

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

### **Understanding the Story**

Accept any correct examples from the story.

Ideas: When Jack saw Triceratops he hurried up the ladder. He warned Annie not to get too close to the Pteranodon.

### **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

Note: This information is found in Chapter 8.

Tyrannosaurus rex — huge head, long thick tail, two tiny arms, long gleaming teeth, walks on two big hind legs