



# BEBOP CLASSROOM CONNECTION



Guided Reading with

## Dinosaurs

Guided Reading Level: M

DRA Level: 28

by Barbara Flores, Elena Castro, and Eddie Hernandez

**Overview:** Read this book to find out about some of the many dinosaurs that lived millions of years ago.

### About the Book

Page number: 16, Word Count: 616

**Genre:** Nonfiction

#### Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wider variety of spelling patterns
- use syllabication strategies to decode multisyllable words
- use a wide variety of high frequency words to support fluent reading
- use background and vocabulary knowledge to help read and comprehend unknown words

- read varied sentences fluently, with expression and stamina
- read a longer text with stamina, using text section breaks to pause, reflect, and synthesize
- use text and illustrations to visualize information presented
- use informational text features to navigate a book (timeline, bold/italicized words, pronunciation guides)
- read and interpret numerical information included in text
- make connections between different sections of an informational text to synthesize information presented

#### Supportive Text Features:

- some details supported by illustrations
- some vocabulary is familiar, with some

more varied word choices, literary and content-specific language

- varied sentence lengths and formats
- explicit and predictable text structure

#### Phonics:

- strategies for decoding multisyllable words, including using phonetic pronunciation guides

#### Common Core Standards:

- RF.2.3, RF.2.4
- RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7

**ELL/ESL: *Los dinosaurios*** See last page

### Getting Ready to Read

#### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you know about dinosaurs? When did dinosaurs live? Are they alive now?
- Why do you think some kids love to read about dinosaurs?
- If someone was interested in learning about a certain kind of dinosaur, what questions might they have?

#### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Dinosaurs.*" Ask children to use the title and



picture on the cover to predict what the book will be about.

- Show the back cover and read the copy. Ask children if they think this book will be fiction or nonfiction and why they think that.
- Have children suggest some words they might read in the book.
- Give children the book and have them look at the pictures. Ask them to notice what each one shows. Ask them to share questions they have about the illustrations that might be answered as they read. Discuss whether the illustrations are photos or not and how children know.
- Have children browse the informational text features. Notice the timeline at the top of the first page and review it together, carefully syllabifying each word. Notice the bold dinosaur names, which in this case, denote the beginning of each section. Point out that the dinosaur names are also italicized later on each page.
- Notice the pronunciation guides for each dinosaur name. Model how to use this information if this is an unfamiliar feature for kids.
- If needed, model for students how to read numbers with decimal points and/or metric conversions in parentheses.
- Remind students to connect information between sections. Introduce some of the other content-specific vocabulary if you'd like. Or, read the first dinosaur section together to notice the kind of information given. Let students know that after the introduction, all the sections will include information on the meaning of the dinosaur's name, its body, and its size, so they can be

on the lookout for these three big ideas.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends or digraphs, word families, or vowel sounds they may know.
- Suggest that children read on past an unfamiliar word in order to use the context of the book and sentence to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- The book contains familiar words, including a variety of high frequency words.
- There are many content-specific and challenging vocabulary words and phrases, including:
- Time period names: Mesozoic Era, Triassic period, Jurassic period, Cretaceous period
- Dinosaur names: Coelophysis, Heterodontosaurus, Brontosaurus, Stegosaurus, Brachiosaurus, Tyrannosaurus rex, Triceratops
- Math/measurement terms: "\_\_\_ million years ago," maximum, feet, meters, inches, centimeters, length, weighed, pounds, kilograms, tons, metric tons



- Other science terms: extinct, “natural event,” “Earth’s climate,” carnivores/carnivorous, herbivores, grinding, chewing
- Additional vocabulary: appearance, divided, drastic, hollow, limbs, balanced, whiplike, plates, spikes, protection, possible, tyrant, powerful, frill
- Each page spread comprises a different informational text section, though there are no headings. The first section introduces the time period in which dinosaurs lived and their extinction. The following sections give details about different kinds of dinosaurs, including the meaning of their names, their body characteristics, and their sizes.

Guided Reading Note: Level M is the benchmark for the end of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) “get” the author’s message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about the dinosaurs described in this book.**

**2. Have children read the book silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions, such as: “What is the book about?” or “Tell me how the book begins.” Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, rereading, turning back a page. You may want to make notations about what you observe.

**3. Look for these reading behaviors during the first reading:**

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation and any text features to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? Smile? Frown?
- Are they drawing conclusions and making inferences?

**4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.**



- Watch for changes in children’s facial expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”
- Encourage children’s attempts by making comments, such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you use sound out the word?” “Did you think about chunking the word?”

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture, sentence, or section.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular

kind of expression or inflection.

- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

**1. Have children confirm their predictions and talk about what this book taught them about dinosaurs.**

**2. Ask questions like:**

- How did this book start? What information did the authors share about dinosaurs in the first section? What do you think they most wanted kids to know about dinosaurs from this section?
- What do you think a “drastic change in Earth’s climate?” means? Why might this have caused dinosaurs to die?
- What are herbivores and carnivores? What might each one eat?
- How did each dinosaur in the book get its name?
- What else did the authors share about each kind of dinosaur’s body? How were their bodies similar? How were they different?
- If you had to have one of the dinosaurs from the book as a pet, which one would you choose? Why?
- If you had to BE one of the dinosaurs from the book, which one would you choose to be, and why?
- What are you still wondering about dinosaurs?



## Second Reading

**1. Have children reread the book silently or to a partner.**

**2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.**

- While they are reading, watch what children do and what they use from the teaching time.
- You might also take a running record on one child as an assessment of the child's reading behavior.
- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

## Cross-Curricular Activities

**Language:** Review some of the multisyllable words in the book. Work together to divide each word into syllables, starting with the dinosaur names that include pronunciation guides and progressing to other words. Talk about using syllabication to help decode or spell longer unfamiliar words.

Review some of the multi-use vocabulary words from the book, such as appearance, divided, drastic, hollow, balanced, protection, possible, tyrant, or powerful. Ask students to practice

inferring word meanings using evidence from the text and illustrations. Have students use strategies like sketching the meaning of the word, acting out the word, or creating a concept map of the word to help build their understanding of how it could be used in different contexts.

Have students practice summarizing the text using a four-column chart, listing each dinosaur name, its name meaning, key body parts, and its length and weight.

Have students read, or read aloud, other books about dinosaurs. Make connections between texts. Talk about how reading an overview informational text, like *Dinosaurs*, can prepare readers for comprehending other books by building background knowledge.

Talk about visualizing when reading informational text. Choose specific scenes from the book and have students talk in pairs about what they imagined as they read them (e.g., a brontosaurus walking, or a brachiosaurus stretching its neck to eat leaves high above the ground.)

**Mathematics:** Revisit the measurements presented in the book. Have students arrange dinosaurs from smallest to largest using either length or weight data.

Compare the dinosaur lengths or weights in the book to familiar objects.

**Science:** Have students choose a dinosaur from the book and create a science diagram of it, labeling body parts referenced in the text and perhaps adding brief informational captions (e.g., "sharp front teeth for biting plants," and "flat back teeth for grinding.")

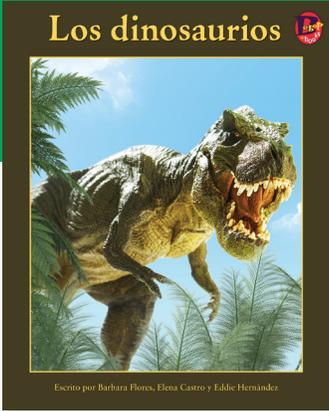


Use other books or online resources to learn more about scientists' theories about the climate change that caused dinosaurs to die out. Have students present their findings to others by acting out what might have happened with figurines, blocks, etc.

Learn more about carnivores vs. herbivores and the characteristics (e.g., teeth) and eating habits of each. Sort picture cards in a pocket chart or a pile of varied stuffed animals into carnivores, herbivores, and omnivores. Connect back to the dinosaurs from the book.

Use other books or online resources to learn more about the field of paleontology and other related fields. Chart information about the research question, "How do scientists learn about dinosaurs?"

**Physical Education:** Have students use the information in the book to help make up dinosaur yoga poses or dino-themed movements/dance steps. Put them together into a flow sequence or a dance.



## Guided Reading with **Los dinosaurios**

*Guided Reading Level: N*  
*DRA Level: 30*

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

### **Noun & Verb Support**

The following types of dinosaurs are listed in the story: el Coelophysis; el Heterodontosaurio; el Brontosaurio; el Estegosaurio;

el Braquiosaurio; el Tiranosaurio Rex; el Triceratops

The following characteristics are associated with each of the types of dinosaurs: caminaba en dos patas, tenía garras curvadas en las manos, una cabeza larga y angosta y una mandíbula llena de dientes filosos; usaba los dientes delanteros filosos para moder plantas y los dientes traseros para triturar y masticar comida; caminaba con pasos muy pesados usando sus cuatro patas cortas y gruesas y era uno de los dinosaurios más grandes; tenía placas grandes en la espalda y los pinchos en la cola; caminaba en cuatro patas, y sus patas delanteras (brazos) erna más largas que las patas traseras; tenía un pescuezo grueso y una mordida poderosa; tenía tres cuernos y un escudo alrededor de la cara para defenderse de los dinosaurios carnívoros

Print the different types of dinosaurs on separate index cards. Next, print each verb phrase containing characteristics of each dinosaur on individual index cards. Mix up the cards and have students match the corresponding characteristic with the appropriate dinosaur.

Have students complete this activity with or without support from the illustrations, depending on each learner's needs.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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