

National Geographic Kids Readers: Dinosaurs

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; discuss and clarify the meanings of words, linking new meanings to known vocabulary; answer and ask questions; participate in discussion about books, taking turns and listening to what others say

Spoken language objectives: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Curriculum links: Science: Working scientifically

Interest words: museum, fossil, palaeontologist, extinct

Resources: internet; paper; pencils; crayons

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - reading the less familiar technical vocabulary associated with dinosaurs: *scientist, lizards, scaly, feathery, sauropods*
 - reading multi-syllable words and words with suffixes that describe dinosaurs, e.g. *biggest, longest, armoured*
 - reading expanded noun phrases that describe dinosaurs, e.g. *'a huge head with three large horns; a wide neck frill'*
- Children may need help decoding and pronouncing the names of the less familiar dinosaurs that are featured. They may need to look at each name say it aloud several times: Buitreraptor (bwee-tre-rap-tor), Diplodocus (dip-low-doh-cus), Pachycephalosaurus (pack-ee-sef-a-low-sor-us), Ankylosaurus (an-kee-low-sor-us), Brachiosaurus (brack-ee-oh-sor-us), Deinonychus (dee-in-on-ee-cus), Anchiornis (un-chee-or-nis)
- Children may need help using the organisational devices, e.g. the contents list to find information or the picture glossary to learn the meaning of new words: *museum, fossil, palaeontologist, extinct*.
- Children will enjoy reading the jokes and turning the pages for the answers. They may need help initially to understand the word play, e.g. *Tyrannosaurus wrecks!*

Collins

Images

- Look at the dinosaurs on the front cover. Challenge children to describe what they can see, using expanded noun phrases.
- Look carefully at the images of the skeleton parts and reconstructed skeleton on pp8–9. Discuss what the palaeontologists in the photos are doing; ask children to try to identify different skeleton parts.

Activities

- Challenge children to choose their favourite dinosaur from the book, and talk to the group about why they have chosen it.
- Ask children to draw a new dinosaur with a variety of features that the dinosaurs in the illustrations have, and make up a special name for it.
- Enjoy telling the dinosaur jokes to each other.
- Read the picture glossary together and discuss what can be seen in the pictures.

Questions

- Where can you see real dinosaur bones?
- What do you call a dinosaur expert?
- What sorts of skin coverings did the dinosaurs have?
- What did the dinosaurs eat?
- Are there any dinosaurs alive today?