

Strand: History/Culture

Theme: History

Purpose for Reading: To develop an understanding of dinosaur exhibitions the students may see at a museum.

Comprehension Strategies: Making connections to self, synthesizing, recognizing chronological and sequential order.

Vocabulary

Dictionary Words: bones, exhibition, fossils, museum, tools

Vocabulary Words: chisel, dirt, display item, fact board, hammer, knife, ladder, ribs, skull, vacuum cleaner

High-Frequency Words: a, are, at, been, can, find, for, from, get, good, has, have, in, into, is, long, make, many, on, out, take, that, the, then, they, things, this, to, too, up, use, very, you

Before Reading

- Read the title and ask the students what they know about dinosaurs. Make a list of their replies.
- Have the students talk about the cover photo and add any new information to the list.
- Ask the students what they know about museums. Have they been to one before? What did they see? How was the museum set out? Record their responses on another list.
- Read the title page together and add any new information to the list.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students to

find the word *exhibition* and its photo. Ask them what an exhibition is. Where might they find one? If they are unsure, explain that it is like a show or display.

- Ask the students to find the word *museum*. Recap the list of things they knew about museums from the cover. Explain that this book is set in a museum and the dinosaurs are the exhibits.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what the boy is looking at. Read and discuss the labels. *How will these things help the boy learn more about dinosaurs?*
- Pages 6–7: Invite the students to look at the world map. Discuss how to read a map. Ask the students to find the title. *What will this tell us about the map?* Ask them to find the key. *What will this tell us about the map?*
- Pages 8–9: Ask the students to look at this photo and discuss what it shows. *Why is the person using a small knife and not a big machine or spade?*
- Pages 10–11: Ask the students to look at this map and discuss what it shows. *What is the man doing? Why is he doing it? What special tools is he using?*
- Pages 12–13: Ask the students to look at this photo and discuss what is happening. *What are the people doing?* Ask the students to find *exhibition* in the text and recap the meaning.
- Pages 14–15: Ask the students to look at the photo and labels and discuss what they see. Can the students name any other parts of the dinosaur?

Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read these pages independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- Ask the students to use the features of the book to help, e.g. the labels and the world map.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about the steps involved in getting a dinosaur exhibition ready for display in a museum. Prompt them with questions, such as *Where did the dinosaur fossil come from? What happened to the fossil after it was dug up?*
- Have the students discuss the role of the people involved in getting the exhibition ready for the public.

Vocabulary and Word Recognition

- Write the word *out* on the white board. Ask the students if they know what the word is. Ask them to find it in the text, point to it and say it aloud. Ask the students to write *out* three times in the air with their hand, saying each letter aloud as they form it.
- Have the students find the high-frequency words *find*, *about*, *make*, and *from* in the text. Ask the students to write a sentence using as many of these words as they can. Ask the students to write each word five times independently, checking each time

to make sure they are correct. Add the words to a high-frequency word chart or word wall.

- Ask the students to find the word *make* in the text.

Ask them to find another word in the text that rhymes with *make*. Have them suggest other words that rhyme with *make*.

Oral Language

- Have the students work in pairs to discuss other exhibitions they might see at a museum.

Writing

- Choose a dinosaur. Write three facts about it to go on the fact board in front of a dinosaur exhibition at the museum.

Creative Extension Activities

- Have the students make a sign to advertise their dinosaur exhibition.
- Have the students make a dinosaur skeleton. Cut the bones out of white cardboard and paste them onto black cardboard.

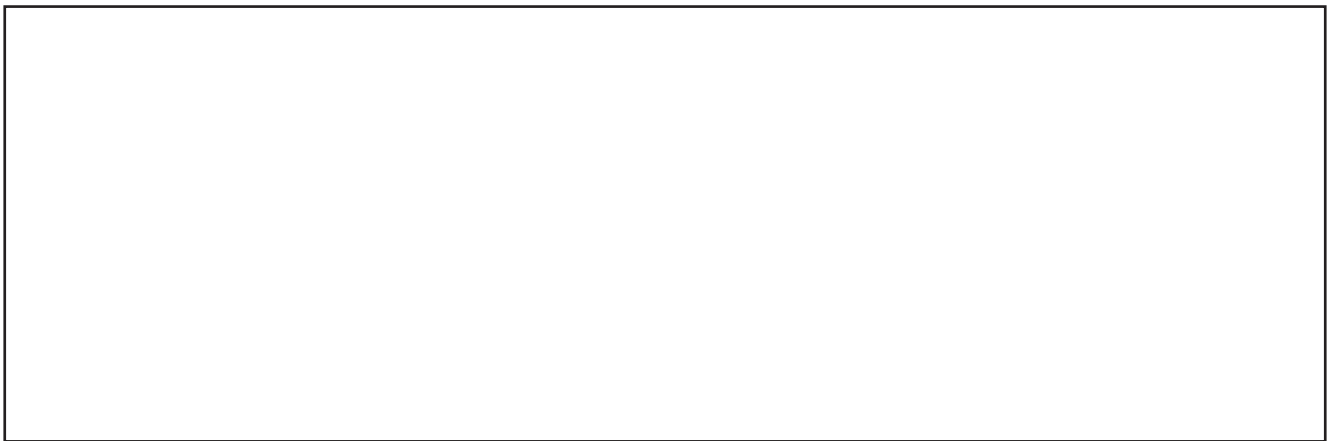
Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Read and draw.

You can learn that people dig fossils out of the ground.



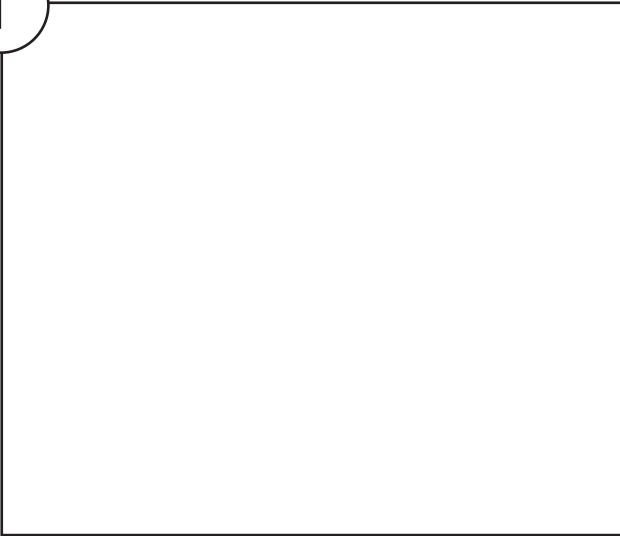
Draw yourself digging a fossil out of the ground.



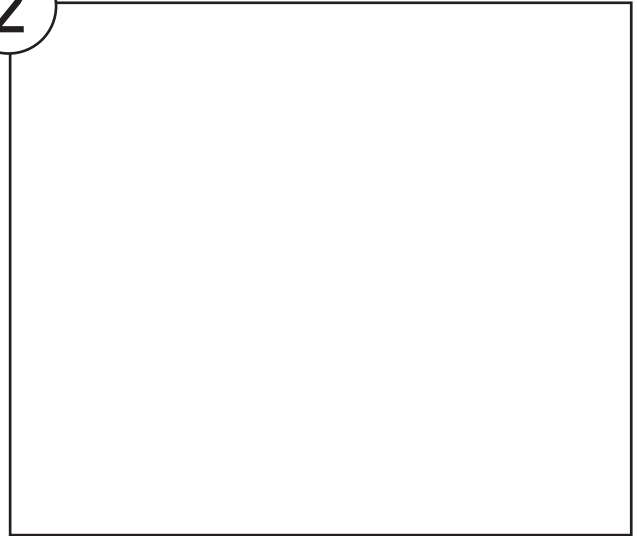
Name: _____

Draw pictures to show the steps from finding a fossil to getting ready for a dinosaur exhibition.


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