

# Mark and the Dinosaurs

## GOALS

### Comprehension

Identify the main idea of the story and the two characters in it.

Discuss what the dinosaurs they drew are doing.

### Vocabulary

**High-frequency Words:** again, ask, ate, had, his, them, there, were

**Content Words:** chalk, concrete, dinosaurs, draw, friend, green, reptiles, swimming, tramping, wading

### Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them. (ask /a/ /s/ /k/)

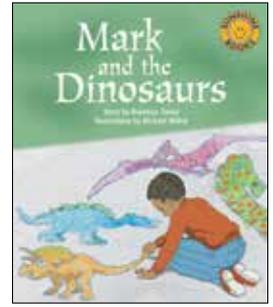
### Phonics

**Letters and Sounds:** /sw/

**Words to Blend and Segment:** swan, sweep, sweet, swim, swing

### Fluency

Practise re-reading the story with a partner (orally), making sure to change their voice for different characters.



Mark has dinosaurs in his room and on the concrete outside.

## Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you read any stories by Bronwyn Tainui? (*Where Is Mike?*) Did you like reading them?
- Together look at the cover picture. Discuss what they see. Ask: What is Mark doing in the picture? Where is he sitting? What do you know about dinosaurs? Is this a fiction or nonfiction book? How do you know?
- Help students use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? Where is Mark drawing now?
- Talk/walk through the pictures. Discuss what is happening on each page and what the boys are doing. Bring words like *chalk, concrete, dinosaurs, draw, friend, green, reptiles, swimming, tramping, wading* into the conversation.
- On page 14, have students predict the ending.

## Reading the Text

- On pages 2–3, look at the picture. Ask: What do you think Mark is talking about? (*dinosaurs*) Locate the word *dinosaurs* to confirm. Where is he pointing? Read the sign on the door. (A clue in the last line of page 2 – *bedroom*.) Does this make sense? Read the sentence together.
- On page 4, ask: What can you see in the picture? (*dinosaurs everywhere*) Look for the words in the text to confirm this. Read the sentence to check *dinosaurs everywhere* makes sense. Discuss the use of apostrophes. Model reading the direct speech, changing your voice for the different characters.
- Follow this pattern to page 14, using the illustration, text and contextual cues.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Did it match your predictions? How did you read the last sentence?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Identify the main idea of the story and the two characters in it. Discuss what the dinosaurs they drew are doing.
- On the back cover, students discuss their favourite dinosaur. They practise saying the names.
- Retell the text using the pictures on each page as a guide. What did the boys do on each page? How did they both feel at the end of the story? What do you think would happen next if there were more pages in the book?
- Discuss the meaning of the verb *draw*. (make a picture) Find other words from the base word draw (*draws* – page 2; *drew* – page 8). Note that we don't say *drawed*; *drew* is the past tense. Discuss other verbs that have a different past tense, e.g. *eat/ate*, *give/gave*, *has/had*.

## **Phonemic Awareness**

- Recognise that words can be broken into individual sounds and produce them: *ask* /a/ /s/ /k/ Students listen for individual sounds as you read words and break them into sounds. They repeat after you, e.g. /w//e//n/ /t/, *went*; /h/ /a/ /d/, *had*; /th/ /e/ /m/, *them*. Students think of more words to break up, e.g. *can*, *this*, *big*.

## **Phonics**

- Discuss the sound of the blend: /sw/ Write the words *swan*, *sweep*, *sweet*, *swim*, *swing* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word and have students touch them as the sounds are made for the word. They brainstorm other words starting with /sw/ and read them together. (*swat*, *sweat*)

## **Word Study**

- Talk about the words *again*, *ask*, *ate*, *had*, *his*, *them*, *there*, *were*. Read them together. Ask students to locate the words in the text. Photocopy the flash cards from the inside front cover and use them to play a spelling game in pairs. Discuss the meaning or use of each word in the book, e.g. *again* means to repeat something (page 16).
- Locate the verbs on page 14 and write their matching base verb, e.g. *running/run*; *swimming/swim*; *wading/wade*; *tramping/tramp*; *flying/fly*; *washed/wash*. Students think of other examples to add to the list and read them.

## **Fluency**

- Students practise rereading the story with a partner (orally), making sure to change their voice for different characters.

## **Writing**

- Students write an extra page to the story. What might happen on the next day?
- Students make a time line noting the events in the story. They illustrate and label the time line, then use it to retell the story to the class.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.