

# Death of the Dinosaur



## Before Reading

### Text Type

Draw children's attention to the:

- chapter titles
- photographs, illustrations, map
- visual communicators: labels
- glossary and index

Ask "What type of book is this?" (Non-fiction) How do you know? What type of non-fiction book is this? (Discussion)

### Visual Literacy

Read the title and scan the text. What types of visual texts are in this book? Why are some images illustrations rather than photographs? What can you learn about why the dinosaurs died by quickly scanning the visual texts?

### Background Knowledge

What reasons have you heard as to why the dinosaurs died? How do you think scientists find out about dinosaurs, how they lived and how they died?

### Phonological Awareness

Make sure students are able to break words into syllables and identify the number of syllables in words:

Earth: 1 syllable; climate: cli / mate: 2 syllables; dinosaur: di / no / saur: 3 syllables; meteorite: me / te / or / ite: 4 syllables

Say the word 'meteorite'. Ask students to say the word, breaking it into syllables, and clapping the syllables as they hear them. Give students practice in breaking key words from the text into syllables as a listening and oral activity first. Then, show them how to use lines to mark the breaks between the syllables, i.e.: me / te / or / ite.

### High Frequency Words

agree, apart, because, believe, between, changed, different, formed, found, know, lived, main, million, mostly, moved, near, reasons, soon, still, used, without, years

Hide the high frequency words in a string of letters ie: soonharknowortaymainplwithoudricndagree. Ask students to circle the high frequency words they see. Use the words for 'Look, Say, Cover, Write, Check'.

### Vocabulary:

climate, coastline, continents, crater, died, dinosaurs, Earth, erupted, fossils, iridium, Mesozoic era, metal, meteorite, natural, plant-eating, scientists, space, volcanoes

Write a high frequency word. Students look at and say the word. Cover the word. Students write the word. Check the word. If it is correct, move onto another word. If the word is incorrect, students look at and say the word again, then cover and write the word again.

### Motivation / Purpose

The purpose of the text is to discuss the two main scientific arguments as to why the dinosaurs died. The text links with the Science theme *Earth and Beyond*.

## During reading

### Vocabulary in Context

Discuss the meaning of the vocabulary words. Talk about strategies to use when:

- decoding less familiar words – breaking a word into syllables (con / ti / nents, Me / so / zo / ic); thinking about base words: scientists (science), erupted (erupt)
- looking for smaller words within words – meteorite (meteor)

### Checking for Meaning

#### Literal:

How do scientists know about when the dinosaurs died out? (pp.8–9)

Do all scientists have the same ideas about how dinosaurs died? (p.10)

What are the two main ideas scientists have about why the dinosaurs died? (pp.10–11)

#### Inferential:

Where do scientists find dinosaur fossils?

Why would the dinosaurs have died very quickly if a meteorite hit the earth?

Why do some scientists believe meat-eating dinosaurs died when the climate changed?

Make sure students understand the difference between literal and inferential information.

### Response:

Which idea do you believe explains why dinosaurs died? Do you think scientists will ever agree on a reason why the dinosaurs died?

### Grammatical Patterns

Make sure students understand the following components of a discussion:

- A statement outlining the issue: *People know a lot about dinosaurs, but they still have different ideas about how they died.* (p.4)
- Background information: *Some scientists believe that dinosaurs died out after a meteorite hit the Earth. Other scientists believe that dinosaurs died out after the Earth's climate changed.* (pp.10–11)
- A series of arguments for and against, including evidence for different points of view, i.e.: arguments to support the idea that the dinosaurs died out when a meteorite hit the earth (pp.12–17), and arguments to support the idea that dinosaurs died out because of natural events (pp.18–21).
- A conclusion, which sums up both sides of the argument (pp.22–3).
- Use of thinking verbs to express points of view: *know* (p.4), *believe* (p.10)
- Use of general nouns: *ideas* (p.4), *people* (p.4), *years* (p.5), *reasons* (p.12), *plants* (p.20), *food* (p.20)
- Use of technical nouns: *dinosaurs* (p.4), *Earth* (p.5), *Mesozoic era* (p.6), *continents* (p.6), *fossils* (p.8)
- Use of connectives and conjunctions to link arguments: *First* (p.12), *second* (p.14)
- Use of detailed noun groups to provide information: *the plant-eating dinosaurs* (p.20), *the meat-eating dinosaurs* (p.20), *a very hard metal* (p.14)

### Fluency and Punctuation Patterns

Sentences explain cause and effect to support arguments: *If a meteorite hit the Earth, a lot of dust would have blocked out the sun. Without light and heat from the sun, the dinosaurs would have died very quickly.* (p.13) Demonstrate how to read these sentences together to gain full meaning from the text.

Pronouns are used to link ideas between sentences: *Scientists know that all the dinosaurs on Earth died out about 65 million years ago. Scientists know this because they have studied dinosaur fossils.* (p.8) Demonstrate how these sentences are to be read together for full meaning.

These punctuation patterns occur in the text:

- Use of a capital letter 'E' for Earth when it is the name of the planet: *Dinosaurs lived on Earth.* (p.5)
- Use of a lower case 'e' for earth when referring to the

earth, meaning dirt or soil: *They have also studied the earth ...* (p.9)

- Use of apostrophes in contractions: *This would have changed Earth's climate.* (p.19)
- Use of digits and words to indicate time: *245 million years ago* (p.5), *180 million years* (p.5)
- Use of hyphens to link two words to do the job of an adjective: *plant-eating dinosaurs* (p.20), *meat-eating dinosaurs* (p.20)

### Critical Literacy

Does the author put forward his point of view in this book? What research questions about why the dinosaurs died out does the book answer?

### Linking Visual and Written

Discuss the illustration on pages 6–7. Read *This splitting apart of the land formed the continents that are on Earth today.* (p.6) What extra information about the continents does the illustration show?

## After Reading

Ask students to decide if they believe the meteorite theory or the changing earth theory. Have them present oral arguments, beginning with a statement of their position followed by supporting arguments based on their reading, e.g.: I believe that dinosaurs died out because ... The reasons I believe this are ...

### Activities

Students will:

- make connections between key words to show their understanding of the text
- break words into syllables and locate words in the text using clues based on meaning and syllables
- select words to fill gaps in sentences, then use the words to make a word find
- write research questions, factual statements and key words based on their reading.

Comprehension (meaning)    Phonics (visual)    Vocabulary (structure)    Writing (structure)

